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AUTHOR	Benson, Pauline; Estrada, Rosa J.
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ABSTRACT

The course, for use at the junior high school level, explores employment possibilities in home economics and related areas. Lists of resource materials, a pretest and posttest, and an extensive, 70-page curriculum guide are appended. The guide explores eight block areas: (1) introduction; (2) homemaking; (3) personal development for careers; (4) child care, guidance, and services; (5) institutional and home management, and supportive services; (6) home furnishings, equipment, and services; (7) clothing management, production, and success; and (8) food management, production, and services. Each block, except the first and third, is introduced by a pyramid diagram showing occupations at entry, skilled, technical, and college-trained levels. For these six blocks the desired behavioral outcome is that students will be able to identify job titles and descriptions at various levels of maturity and evaluate social and economic applications of homemaking roles. Suggested content ideas, learning opportunities, and resources are followed by a list of job titles, descriptions, educational requirements, and remuneration. Block 3 emphasizes personal characteristics relating to employability and finding employment. Suggested content ideas, learning opportunities, and resources are supplemented by personality checklists. (NH)

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EXPLORATION OF HOME ECONOMICS OCCUPATIONS

Home and Family Education -- 6775.01

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 070533

D A D E C O U N T Y P U B L I C S C H O O L S

1 4 1 0 N O R T H E A S T S E C O N D S T R E E T

M I A M I , F L O R I D A 33132

Course Outline and Curriculum Guide

EXPLORATION OF HOME ECONOMICS OCCUPATIONS - 6775.01

1973-74 Accreditator Number - 2702.01

Revised 1973

Pauline Benson
Rosa J. Estrada

DADE COUNTY SCHOOL BOARD

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Dade County Public Schools
Miami, Florida 33132

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Remuneration	1
Community offerings	1
III. PERSONAL DEVELOPMENT FOR CAREERS 5 Hours	
Seeking employment	1
Grooming for the job	1
Living skills/job skills	1
Attitudes	1
IV. CHILD CARE, GUIDANCE AND SERVICES 5 Hours	
Seeking employment	1
Descriptions	2
Remuneration	2
Educational requirements	2
Community offerings	2
V. INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES 5 Hours	
Job titles	2
Descriptions	2
Remuneration	2
Educational requirements	2
Community offerings	2
VI. HOME FURNISHINGS, EQUIPMENT AND SERVICES 5 Hours	
Job titles	2
Descriptions	2
Remuneration	2
Educational requirements	2
Community offerings	2
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Remuneration	3
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COURSE TITLE AND DESCRIPTION

EXPLORATION OF HOME ECONOMICS OCCUPATIONS

Explores the gainful employment possibilities in, and related to, home economics. It identifies job titles and descriptions. The personal characteristics and attitudes of a successful employee are appraised and experiences furnished for developing these qualities. Some exposure to the procedures involved in securing employment is provided.

PREFACE

This quinmester course should be made available to all students at the junior high school level. The only admission requirement for any student is that he or she anticipates full-time or part-time work in the future. It is advised that exposure to vocational concepts be made to as many students as possible.

A view of job opportunities using home economics knowledge and skills at various levels, job descriptions, needed preparation, and current rates of remuneration will be presented. Some exploratory exposure to the use of commercial equipment will be provided.

It is further recommended, and in certain cases required, that during this quinmester students participate in at least one of many possible out-of-school vocational experiences. Decisions regarding these experiences should be made on the basis of individual need for exposure to, or desire to be involved in, a possible job opportunity, and availability of employers willing to accept observer-trainee students. The selection of students for such experiences should be made by the principal on the recommendation of the guidance counselor and teacher involved, after personal evaluation and parental authorization.

The use of lecture, audio-visual aids, laboratories, texts, newspapers and magazines, field trips of varying duration, and resource personnel are some of the methods to be used in meeting the needs of the students during this 45 hour block.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the Quinmester Advisory Committee, and the Vocational Teacher Education Service, and has been approved by the Dade County Vocational Curriculum Committee.

GOALS

Upon successful completion of this quinmester course, the student should be able to demonstrate:

1. Knowledge of home economics related gainful employment opportunities.
2. Knowledge of job titles, their descriptions, general going rate of remuneration for work performed at various levels, and educational requirements.
3. Personal characteristics and attitudes of a successful employee.
4. Knowledge and application of good health habits and grooming as preparation for employment.
5. An awareness of the procedures involved in securing employment.
6. An awareness of the need for harmonious relationships with others and better understanding of self.

SPECIFIC BLOCK OBJECTIVES

BLOCK I - INTRODUCTION

The student must be able to:

1. State the objectives of the course.
2. Explain the relationship between useful and gainful home economics.
3. Attend classes regularly and punctually.
4. Perform given assignments both oral and written.

BLOCK II - HOMEMAKING

The student must be able to:

1. List the several duties encumbent on the homemaker in the performance of work incidental to varying life styles.
2. Identify the specifics of work performance involved with the several duties connected with homemaking.
3. Demonstrate an awareness that not all compensations for performance of homemaking tasks are measured in terms of money, but rather in terms of other values and satisfactions.
4. Chart work schedule for homemaking duties for varying home and family size needs.
5. Use and operate some of the materials and equipment specific to performance of homemaking tasks.

BLOCK III - PERSONAL DEVELOPMENT FOR CAREERS

The student must be able to:

1. Exhibit personal characteristics and attitudes of a successful employee.
2. Practice good health habits and grooming as preparation for employment.
3. Demonstrate the ability to follow procedures involved in securing employment.
4. Discuss the need for harmonious relationships with others and better understanding of self.

BLOCK IV - CHILD CARE, GUIDANCE AND SERVICES

The student must be able to:

1. List job titles related to child care, guidance and services.
2. Identify job descriptions related to child care, guidance and services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.

BLOCK V - INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES

The student must be able to:

1. List job titles related to institutional and home management and supportive services.
2. Identify job descriptions related to institutional and home management and supportive services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.

BLOCK VI - HOME FURNISHINGS, EQUIPMENT AND SERVICES

The student must be able to:

1. List job titles related to home furnishings, equipment and services.
2. Identify job descriptions related to home furnishings, equipment and services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.

BLOCK VII - CLOTHING MANAGEMENT, PRODUCTION AND SERVICES

The student must be able to:

1. List job titles related to Clothing management, production and services.
2. Identify job descriptions related to clothing management, production and services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.

BLOCK VIII - FOOD MANAGEMENT, PRODUCTION AND SERVICES

The student must be able to:

1. List job titles related to food management, production and services.
2. Identify job descriptions related to food management, production and services.
3. Demonstrate an awareness of the relationship between remuneration for work performed at various levels and the educational requirements at each level.
4. Locate job offerings in the community.
5. Identify some of the equipment essential to quantity food preparation.

BLOCK IX - PRETEST/POSTTEST

COURSE OUTLINE

I. Introduction
   A. Objectives
   B. Homemaker skills/job skills

II. Homemaking
   A. Job titles
      1. Mature level
      2. Young family level
      3. Newlywed level
      4. Single individual family member level
   B. Descriptions
      1. Everyday routine jobs
      2. Occasional/Intermittent duties
      3. Roles in transition
      4. Transferrable skills applicable to employment
   C. Remuneration
      1. Money allowance
      2. Satisfactions/compensations other than pay
      3. Income from self employment at home
   D. Job opportunities

III. Personal Development for Careers
   A. Seeking employment
      1. Sources of jobs
      2. Techniques
   B. Grooming for the job
   C. Living skills/job skills
      1. Personality
      2. Character
      3. Employee-employer interpersonal relations
      4. Employee-employer courtesy
   D. Attitudes
      1. Punctuality
      2. Respect
      3. Loyalty
      4. Dependability
      5. Responsibility

IV. Child Care, Guidance and Services
   A. Job titles
      1. Professional level
      2. Technical and advanced skill level
      3. Skilled level
      4. Semi-skilled level

IV. Child Care, Guidance and Services (continued)

- B. Descriptions
  - 1. Main duties
  - 2. Secondary duties
- C. Remuneration
  - 1. Pay rate
  - 2. Fringe benefits
- D. Educational requirements
  - 1. Schooling
  - 2. On-the-job training
- E. Community offerings
  - 1. Schooling and/or training
  - 2. Job opportunities

V. Institutional and Home Management and Supportive Services

- A. Job titles
  - 1. Professional level
  - 2. Technical or advanced skill level
  - 3. Skilled level
  - 4. Semi-skilled level
- B. Descriptions
  - 1. Main duties
  - 2. Secondary duties
- C. Remuneration
  - 1. Pay rate
  - 2. Fringe benefits
- D. Educational requirements
  - 1. Schooling
  - 2. On-the-job training
- E. Community offerings
  - 1. Schooling and/or training
  - 2. Job opportunities

VI. Home Furnishings, Equipment and Services

- A. Job titles
  - 1. Professional level
  - 2. Technical or advanced skill level
  - 3. Skilled level
  - 4. Semi-skilled level
- B. Descriptions
  - 1. Main duties
  - 2. Secondary duties
- C. Remuneration
  - 1. Pay rate
  - 2. Fringe benefits
- D. Educational requirements
  - 1. Schooling
  - 2. On-the-job training
- E. Community offerings
  - 1. Schooling and/or training
  - 2. Job opportunities

VII. Clothing Management, Production and Services
- A. Job titles
  - 1. Professional level
  - 2. Technical or advanced skill level
  - 3. Skilled level
  - 4. Semi-skilled level
- B. Descriptions
  - 1. Main duties
  - 2. Secondary duties
- C. Remuneration
  - 1. Pay rate
  - 2. Fringe benefits
- D. Educational requirements
  - 1. Schooling
  - 2. On-the-job training
- E. Community offerings
  - 1. Schooling and/or training
  - 2. Job opportunities

VIII. Food Management, Production and Services
- A. Job titles
  - 1. Professional level
  - 2. Technical or advanced skill level
  - 3. Skilled level
  - 4. Semi-skilled level
- B. Descriptions
  - 1. Main duties
  - 2. Secondary duties
- C. Remuneration
  - 1. Pay rate
  - 2. Fringe benefits
- D. Educational requirements
  - 1. Schooling
  - 2. On-the-job training
- E. Community offerings
  - 1. Schooling and/or training
  - 2. Job opportunities

IX. Quinmester pretest/posttest

EXPLORATION OF HOME ECONOMICS OCCUPATIONS

PRETEST/POSTTEST

Select the best answers in each of the following. Place the letter in the space provided.

1. Some of the jobs open in the area of food management, production and services are:
   (a) Dietitian
   (b) Nutritionist
   (c) Pot washer
   (d) Caterer
   (e) All of these

   _____

2. These jobs can be obtained without a college degree:
   (a) Dietitian
   (b) Head waiter
   (c) Chef
   (d) b and c only
   (e) a and b only

   _____

3. These jobs in food management, production and services require specialized training:
   (a) Baker
   (b) Pastry chef
   (c) Chef
   (d) None of the above
   (e) a, b, and c

   _____

4. These jobs in food management, production and services can be obtained with on-the-job training and no previous school requirement:
   (a) Food researcher
   (b) Waitress/waiter
   (c) Soda fountain worker
   (d) Food service manager
   (e) b and c
   (f) a and d

   _____

5. A dietitian is one who:
   (a) Plans menus
   (b) Works largely in hospitals and nursing homes
   (c) Works closely with doctors
   (d) All of the above
   (e) a only

   _____

6. A bus boy/girl's duties include:
   (a) Clean up of tables
   (b) Carrying dishes to kitchen
   (c) Cashier's work
   (d) Short order cooking
   (e) All of the above
   (f) a and b only

   _____

7. *A waiter/waitress usually is paid about:*
   (a) Minimum hourly rate plus tips
   (b) $580 a week
   (c) $130 a week
   (d) $10,000 a year

8. A cook's helper and/or pot washer:
   (a) Cleans as needed
   (b) Is on a "do as you are told" basis
   (c) Gets a minimum hourly wage
   (d) Has no educational requirement
   (e) Must be 16 or older
   (f) All of the above

9. Some of the jobs in clothing management, production and services are:
   (a) Model
   (b) Laundry worker
   (c) Buttonhole maker
   (d) Knitting instructor
   (e) All of these
   (f) None of the above

10. The following jobs in clothing management, production and services are primarily found in garment factories:
   (a) Pressers
   (b) Tailors
   (c) Garment cutters
   (d) All of the above
   (e) a and c only

11. More women than men are employed as:
   (a) Laundry workers
   (b) Sewing machine operators
   (c) Wardrobe assistants
   (d) a only
   (e) a, b and c

12. There are job possibilities for men as:
   (a) Models
   (b) Tailors
   (c) b only
   (d) a and b

13. The jobs of wardrobe mistress and wardrobe assistant are apt to be found in the following places:
   (a) Wealthy socialite's home
   (b) Garment factory
   (c) Movie studio
   (d) a only
   (e) a and c

14. Job clusters mean:
    (a) All jobs relating to textiles and clothing
    (b) Only jobs relating to the manufacture of clothing
    (c) Any cluster of jobs having specific training and/or experience in common
    (d) All of the above
    (e) a and c only _____

15. A sewing machine operator's job may be classified by:
    (a) Single needle operator
    (b) Double needle operator
    (c) Blind needle operator
    (d) Collar stitcher
    (e) Cuff tacker
    (f) Sleeve finisher
    (g) All of the above
    (h) a, b and c only
    (i) d, e and f only _____

16. A handicapped person is employable as a:
    (a) Sewing machine operator
    (b) Patternmaker
    (c) Both a and b
    (d) b only
    (e) a only _____

17. Some of the jobs in the area of child care, guidance and services are:
    (a) Nursery school operator
    (b) Baby-sitter
    (c) Mother
    (d) Kindergarten teacher
    (e) All of the above
    (f) a and d only _____

18. These jobs in child care, guidance and services require
    (a) Recreational supervisor
    (b) Operator of day care center
    (c) Child development teacher
    (d) All of the above
    (e) c only _____

19. These jobs can be obtained without a college degree:
    (a) Kindergarten teacher in Dade County
    (b) Cottage parent
    (c) Head Start
    (d) a and b only
    (e) b and c only
    (f) None of the above _____

20. These jobs may be self-taught or learned while working on the job:
(a) Sales clerk in toy store
(b) Baby-sitter
(c) Child care aide in day care center
(d) All of the above
(e) b only _____

21. These jobs require more than one college degree:
(a) Kindergarten teacher
(b) High school teacher of child development
(c) University professor
(d) b only
(e) b and c _____

22. These jobs require aptitude, good attitude and human relations more than formal education:
(a) Playground supervisor
(b) Grandma sitter
(c) Toy store sales clerk
(d) All of the above
(e) b only _____

23. Previous experience is recommended for these jobs:
(a) Operator of day care center
(b) Operator of a baby-sitting service
(c) Operator of a toy train
(d) All of the above
(e) a only
(f) a and b only _____

24. Part time work at these jobs is good experience preparatory to becoming a mother:
(a) Baby-sitter
(b) Child welfare worker
(c) Mother's helper
(d) a and c only
(e) c only _____

25. Jobs related to home furnishings, equipment and services are:
(a) Residential supervisor
(b) Upholsterer
(c) Merchandising consultant
(d) Domestic couple
(e) All of the above
(f) a, b and c only _____

26. The following jobs require a college degree:
(a) Floral designer
(b) Bridal consultant
(c) Appliance repairman
(d) Household products technician
(e) None of the above
(f) d only _____

27. A domestic may find employment:
(a) In a private home
(b) Motel or hotel
(c) Beauty shop
(d) School
(e) All of the above
(f) None of the above

28. Learning to use cleaning equipment can equip you for:
(a) Home jobs
(b) Cleaning jobs outside the home
(c) Both of these
(d) a only

29. The best way to locate a job is to:
(a) Ask your friends
(b) Read the classified ads
(c) Take a school course
(d) Hang around the street corner

30. To make a good impression on a prospective employer:
(a) Be punctual
(b) Dress expensively
(c) Joke with him
(d) All of the above

31. To be well groomed one must:
(a) Use lots of perfume or shaving lotion
(b) Bathe or shower daily
(c) Shampoo hair once or twice a week
(d) Wear clean underwear daily
(e) All of the above
(f) b, c, and d

32. The following personal habits at school apply to personal habits on the job:
(a) Punctuality
(b) Absenteeism
(c) Courtesy
(d) Cooperation
(e) All of the above
(f) None of the above

33. Punctuality and absenteeism are:
(a) Not related to job success
(b) Somewhat related to job success
(c) Related to job success

34. Homemaking is the job of:
    (a) Woman of the household
    (b) Domestic day worker or maid
    (c) Every member of the family _____

35. A homemaker's job:
    (a) Changes as family size changes
    (b) Is the same whether in an apartment or house
    (c) Has a flexible schedule
    (d) Is defferential to needs of individual family members _____
    (e) All of the above except b

36. The most important job of the homemaker is to.
    (a) Cook, serve meals and wash dishes
    (b) Clean the house
    (c) Supervise the children
    (d) Recognize and fulfill various needs of the home and family as they develop
    (e) Supplement income by outside work _____

37. Personal assets of a good homemaker should include:
    (a) Unselfishness
    (b) Regard for order and routine
    (c) Flexibility
    (d) Positive outlook on life
    (e) Joy in doing for others
    (f) All of the above
    (g) a and e only _____

38. Homemaking duties may include:
    (a) Budgeting
    (b) Planning and preparing balanced diets for family members of all ages
    (c) Dusting and operating a vacuum cleaner
    (d) Mowing the lawn
    (e) Supervising children's play
    (f) All of the above
    (g) b and c only _____

39. Homemaking includes:
    (a) Building a house
    (b) General house cleaning
    (c) Supervision of yard care
    (d) Balancing check book
    (e) None of the above
    (f) b, c and d only
    (g) a only _____

40. Educational requirements of a homemaker are to:
    (a) Have a junior high school education
    (b) Complete one year of home and family education
    (c) Be a high school graduate
    (d) All of the above
    (e) None of the above
    (f) b only

_____

41. A homemaker is compensated:
    (a) About the same as a housekeeper
    (b) By receiving an allowance
    (c) At a scale of wages depending on ability and work done
    (d) In terms of personal values and satisfactions
    (e) All of the above except c
    (f) b and d only

_____

42. The following persons may function as homemakers:
    (a) Married women
    (b) Single men
    (c) Someone of either sex whether married or single
    (d) All of the above
    (e) a only

_____

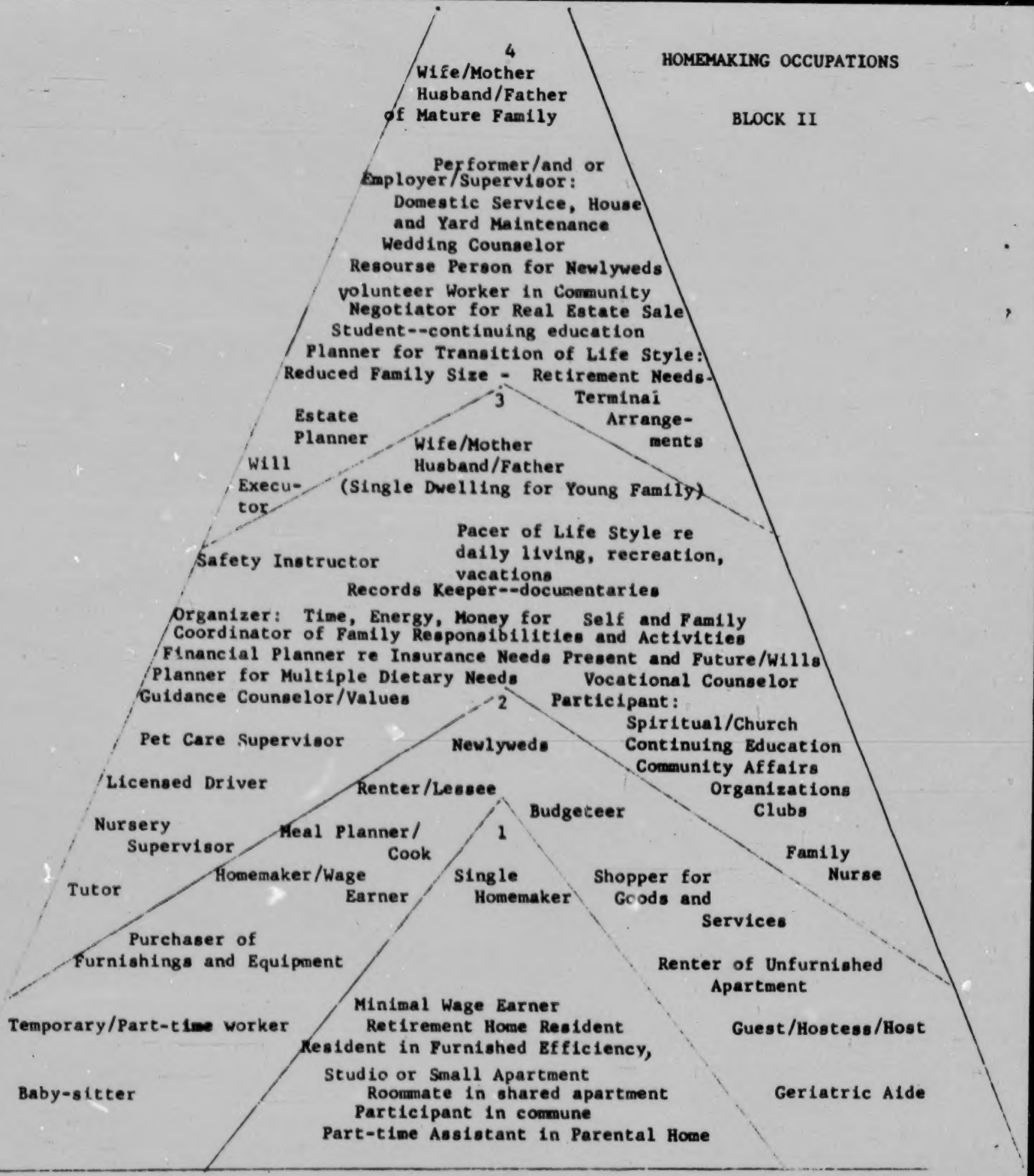
43. Homemakers are most frequently thought of only as:
    (a) Wives, mothers and housekeepers
    (b) Being unemployed
    (c) Head of the household
    (d) Fathers
    (e) a and b only

_____

EXPLORATION OF HOME ECONOMICS OCCUPATIONS

PRETEST/POSTTEST ANSWER KEY

1. e
2. d
3. e
4. e
5. d
6. f
7. a
8. f
9. e
10. e
11. e
12. d
13. e
14. c
15. g
16. c
17. e
18. d
19. e
20. d
21. c
22. d
23. f
24. d
25. e
26. e
27. e
28. c
29. b
30. a
31. f
32. e
33. c
34. c
35. e
36. d
37. f
38. f
39. f
40. e
41. d
42. d
43. e



1. Minimal Responsibility to Others
2. Self Responsibility/Discipline/Independence
3. Increasing Responsibility for Others
4. Mature Responsibility for Self and Others

It is reiterated that it is necessary to be selective from the suggested activities to develop this block's objectives inasmuch as the proposed time allotment is limited to five hours.

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
There are many jobs connected with homemaking which fluxuate with the maturity of the homemaker and which likewise offer a somewhat differing range of employment possibilities.	Chart by levels of maturity the duties performed by the homemaker in the home and their relevancy to occupations available outside the home. Single homemaker (Minimal responsibility to others) Newlyweds Wife/Mother, Husband/Father (Young family) Wife/Mother, Husband/Father (Mature family) Refer to Blocks numbered III, IV, V, VI, VII, and VIII.	Appendix: Pyramid, Page 12
Homemaking is a many-splendored thing.	Students do word-search puzzle prepared by teacher to increase vocabulary and awareness of the many jobs which may relate to homemaking.	Appendix: Word search puzzle
The life cycle starts with dependency, progresses to independency and back to dependency.	Relate the changing roles of the homemaker to the maturity cycle.	Appendix: Dependency-Independency Cycle Chart
Inadequacies of some, make opportunities for others in the job market, many of which have implications for the homemaker.	Discuss the economic implications: Immediate and future Living today and preparing for tomorrow Debt vs. assets Worker, unemployed and independent Social demands relating to ability or inability to cope Regulatory agencies, laws, services Hospitals, homes for children and elderly, jails, penitentiaries Taxes, contributions, charities	Geriatric Contentment The Old Person in Your Home
	Bring to class clippings from publications which have bearing and show insight on the above concerns.	Newspapers Magazines Other published sources

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Homemaking is a fast and greatly changing role as years go by, as families expand and shrink in size, and as economic fluxuations dictate.	Contrast duties of today's homemaker with those of yesteryear re: Soap making Canning and drying foods Rug weaving Clothes washing (scrub boards and wash kettles, etc.) Bread baking Churning-butter and buttermilk Rug cleaning--vacuum cleaners vs. beating Fans and air conditioners (types and maintenance Cleaning lamp chimneys (Kerosene lamps) Making up feather beds Killing and plucking chickens/ducks/geese Ice box drip pan Piecing quilts and quilting Spinning yarn and weaving fabric Making fires and removing ashes Washing dishes with soap Ironing clothing Garbage disposal Cleaning gaboons Smoking and curing meat Gathering eggs and their care Picking berries and other fruits Shelling beans and peas Others	Resource person: One who "remembers when"
There will be substantially more women who will want to be actively involved in public, societal, business and other decision-related activities rather than in finding new ways of exercising leisure time options.	Project the possible effects of the Equal Rights Amendment. Debate pros and cons of E.R.A. Correlate with English and/or Social Studies teachers Offer extra credit for reading and reporting on Life with Father and/or Life with Mother by Clarence S. Day.	Breakthrough: Women into Management Other faculty members

BLOCK TWO
BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Work done at home by homemaker would otherwise be an expense.	Consider the dollar value of the following activities, services, and duties: 1. General maintenance - routine a. Cleaning: rugs, vacuum, shampoo floors (wood, tile, terrazzo) woodwork/walls windows (panes, curtains/ draperies, blinds) storage: medicine cabinets clothes closets linen closets kitchen cabinets utility rooms garage other b. Yard care, including equipment c. Pet care d. Minor household repair tasks such as occasional fuse and faucet washer replacement e. Pest control 2. Wardrobe upkeep a. Laundry/pressing b. Repairs (seams, buttons, alterations) c. Replacements (discards, recycling) 3. Furnishings/Interior Design--selection and maintenance of: Draperies and slip covers Floor coverings Paint Appliances Furniture Accessories	Survey: Current rates charged by businesses in the community

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Money saving activities of the homemaker (continued)	4. Other family member supportive services a. Child care (infant/school age/after school/play/schedules) b. Transportation to and from school and to cites of special activities (Scouts/ music and dance lessons/ library/ outh enter/parks, doctors/dentists, etc.) c. Counseling/listening/values/relationships d. Menu planning, food purchasing and preparation, serving and clean-up. e. Supervision: meals, sleeping, bathing f. Budgeting: Money management/shopping 5. Responsibilities to unemployed family members: a. Infants/preschool and after-school needs of children b. Elderly and/or ill family members medications/schedules/meals/bedding/ clothing/morale 6. Money Management: a. Budgets for fixed and flexible expenses Long term goals/short term expenses Decision making/choices/reserves b. Bank accounts (savings/checking/balance statements) c. Records: checks, income tax, medical, warranties, mortgage payments, utility bills, insurance, organization dues, installment payments, interest, real estate taxes d. Reserves: Unexpected expenses and/or slush funds	Kit: Modern Consumer Education Supplement One --Budgeting Kit: Modern Consumer Education Supplement One-- Investments and Retirement Planning

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Money saving activities of the homemaker (continued)	7. Multi-roles (reversal of conventional role expectancy: Men as homemakers/fathers, women as wage earners--shared experiences)	
Principles of income management when understood and practiced are a good basis for successful/ satisfying use of money and are a foundation for possible future employment.	Make a budget based on the idea that budgets are designed primarily for satisfactory planned allotment of resources rather than on the idea of "Thou shalt not spend."	
A budget is a useful device to plan how money is used to secure the greatest gratifications.	Bring from home a list of the home costs categorized as: 1. Fixed expenses (rent, utilities, installment payments, etc.) 2. Flexible expenditures (clothing, entertainment, food, recreation, etc.) Discuss the percentages as represented in relationship to the entire income.	
Budgeting should have built-in flexibility.	Generalize respecting decision making in devising a budget.	
A homemaker needs to be knowledgeable about banking forms, procedures and policies.	Pretest knowledge about banking business prior to field trip. Posttest by using pretest or use other device for evaluating the field trip experience. As an alternative or in connection with field trip, collect various banking forms such as checks, deposit slips, signature cards, statements, notes, credit forms, etc., and clarify vocabulary and the significance of understanding how to use them and their function.	Field trip to local bank Test: What's Your Banking I.Q.?

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Credit is costly and a good credit rating is a valuable asset.	Arrange for a hands-on experience for students in a credit bureau or other credit-connected business such as Master Charge, Americard, etc. Point up the advantages and disadvantages of credit: Buy and enjoy now/pay later Interest and penalty costs Use examples of the costs on a revolving charge account at 18% annual/1-1/2% monthly rate. Figure the interest on a $20,000 home mortgage for 30 years at 8%. Which costs more, the amount of the mortgage originally or the monthly payments multiplied by 360? What other costs are included in the payments besides the interest charge?	Resource Persons: Officials of a bank or credit union Mortgage payment schedule

BLOCK TWO
BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Services performed by the homemaker represents income in the form of substituting for or preventing money outlay.	Rationalize "A penny saved is a penny earned." Itemize ways this is done by parents and ways it may be done by other members of the family, such as: Washing and waxing the family automobile Mowing the lawn, trimming hedges, etc. Doing own grooming (hair and nails) Others	
	Participate in a demonstration on changing a blown fuse, a washer from a leaky faucet or other simple repair job. Cite what would be required to pay if a handyman, a skilled worker or a technician were to be called to do the job.	Resource person: Industrial Arts teacher
	Name a home job which is presently a personal responsibility. List the skills necessary to perform the job satisfactorily. In class discussion, relate this to some job potential mentioning skills that would be needed to convert this job to a wage-earning job.	
	Plan a week's activities for a person employed as a homemaker's assistant using own family as the employer. Assume these responsibilities as much as possible and report activities to the class. Have a family member comment on accomplishments.	Slides: What is Homemaker Service?
	Keep a record of family's food expenses for one week. Set up a week's menus that would decrease the family food expenses from the previous week and still be nutritious and appetizing. Assist in the buying and preparation. Research what remuneration would be received if a person were to do this on a semi-professional or professional level.	Guide for Today's Home Living Chapters 5 and 6

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Today homemaking is not exclusively a female role. Multiple roles of the homemaker may extend outside the household: a. Father/husband/worker b. Mother/wife/worker c. Student/wife,husband/worker d. Bachelor, single girl/worker e. Student/teenager/part-time worker	Discuss how multiple role situations affect interpersonal relationships, what some of the advantages and disadvantages are, and some ways satisfactory personal adjustments may be achieved. Buzz sessions on "Homemaking is everybody's job"	Curriculum Guide: Preparation for the Dual Role Steps in Home Living Chapter 5
The impact of women's changing roles is potentially greater than those of technology, zero population growth or any other single issue because women are in every part of life. Women will take the lead in integrating the many aspects of life; in the home and in the work setting.	Evaluate: "How I do my fair share" Survey class: Who owns pets, who decides on family pets, who bears cost of pet food and services, who takes care of pet's daily needs (feeding, walking, cleaning, training)? Discuss advantages and disadvantages of owning pets. Itemize short-cuts, outside services, and "convenience" products that may be deployed to stretch the time and energies of the person who has assumed the multiple role. To what extent does this affect the real income? What are some of the ways family members can cooperate to minimize the attrition on realized income when considering the costs of working outside the home. Suggest ways families may have "quality time" together in the shortened periods they may have to spend together.	Breakthrough: Women into Management Resource person who has filled or is now filling more than one role Bulletin Board: Clippings of Love Is

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
There is a multiplicity of duties which the homemaker performs that may be the basis for employment at money income jobs.	Scan suggestions given under: Child care, guidance and services Institutional and home management and supportive services Home furnishings, equipment and services Clothing management, production and services Food management, production and services (Job titles, descriptions, remuneration, and educational requirements are given in other blocks referred to in this guide)	Refer to Blocks III, IV, V, VI, VII, VIII
Income may be realized from some jobs/enterprizes conducted in the home using homemaking skills, industry and know-how.	List some jobs which may be done in the home for which income can be realized such as: Sewing for others Laundry Party plan promotions Telephone answering service Board and/or care for children or the elderly Handwork such as embroidery/knitting/ novelties Telephone surveys/interviews/sales Typing service Boarding pets Growing plants for sale Other	
There are personal characteristics of the successful homemaker which are assets at home or in business.	Define realistically what is meant by: 1. Self-discipline 2. Good human relations/fair treatment of others/cooperative 3. Ability at decision making 4. Being abreast of the times/currently informed 5. Personality: positive approach to life warm/outgoing/loving/understanding/patient 6. Life bright/practical/flexible 7. Other	Filmstrip: Awareness: Insight Into People Curriculum Guides: The Dual Role Preparation for the Dual Role

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
An awareness of possible hazards lessens the possibility of their happening. Safety precautions are part of the homemaker's job.	Students share "The worse thing that ever happened to me at home." Discuss how the homemaker might have anticipated and prevented its happening. Include areas of: Fires, burns Falls and other accidents Poisoning (ingested/allergies, etc.) Illness	Pamphlet: Fire! Look Out! Burns! Resource Persons: American Red Cross Police and Fire Departments Poison Control Center Film: Children at Play with Poisons
The homemaker defers to the personal preferences of individual family members.	Read and give report on Ibsen's A Doll's House. Suggest nutritionally suitable substitutes for some of the frequently not-so-well-liked foods such as spinach, muchrooms, squash, milk, eggs, beets, turnips, cabbage, etc.	
As children mature and marry, the homemaker plays a continuing and changing role.	Prepare a time-table of responsibilities for making wedding preparations by fathers and mothers of the marrying couple. Include social customs and variations to the traditional.	Forms for newspaper announcements (Miami Herald)
	Show how these activities may relate to possible employment as a bridal consultant, in merchandising promotions, catering, wedding album and picture sales, jewelery.	Newspaper advertisements of this service Product brochures Samples
Ageing family members require attention of the homemaker to meet special health, nutrition, social and psychological needs.	Share personal experiences by those having lived with an old person in the family. List the changes which occur in dietary needs, irritability thresholds, ego support, vitality, interests, physical comforts, mental attitudes, social outlook, etc., as elders in a family advance in age.	The Old Person in Your Home

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
All family members may not agree respecting vacation plans.	Role play a family with differing vacation preferences. Suggest ways of arbitrating the differences. What compromises may be involved in the solutions.	
Vicissitudes of life may sometimes be turned to future advantage. Life experiences help one to empathize with others.	Cite some emotional experiences both happy and sad which may convert to an enriching facet of experience. Childbirth Birthday parties Anniversary events Family crises Vacations Impoverished/deprived Handicapped Weddings	
There are compensations in homemaking other than money income.	List the advantages and disadvantages of the homemaking experience. 1. Compensations: a. Psychological satisfactions (Creativeness/human relations/love/ appreciation by others/feelings of importance/judgment flexibility) b. Money allowance fixed vs having what's left over via good management or cutting corners c. Personal control of working environment d. Independence in scheduling work, effort, time/vacations/absences, etc.	A Family is for Living The Brightest Victory Kit: Use of Leisure Time

BLOCK TWO

BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Compensations other than money income (continued)	2. Disadvantages: a. Being taken for granted/no genuine appreciation from the other family members b. Being delegated or assuming the less pleasant (aesthetic) jobs c. Frequently no wages or allowance as such d. Impositions/emergency recruitment e. Other	

BLOCK TWO
BEHAVIORAL OUTCOME: 1. Identify job titles and descriptions at varying levels of maturity and evaluate social and economic applications of homemaking roles. (continued)

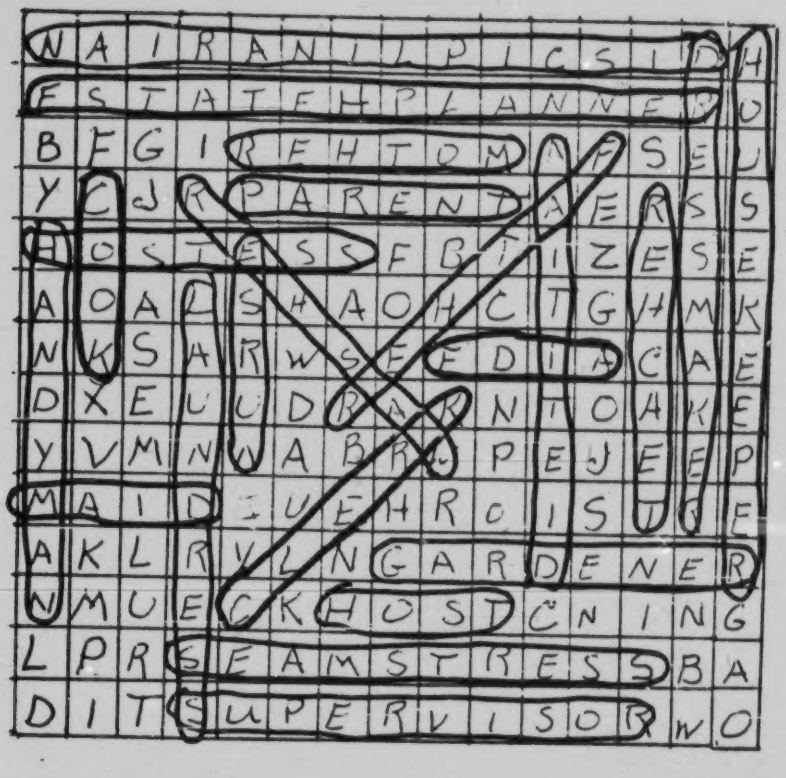
SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Research statistics on: Employment vs unemployment Employment of women with children Marital status of working women Comparative salaries of men and women Disadvantaged/handicapped Correlation between education and employment Drop-outs and Drop-ins	Low-Income Life Styles Putting the Hard-Core Unemployed into Jobs-Case Studies Vocational Education, the Bridge Between Man and His Work From School to Work Having the Power, We Have the Duty Vocational Instructional Materials

HOMEMAKER JOBS -- WORD SCRAMBLE

N	A	I	R	A	N	I	L	P	I	C	S	I	D	H
E	S	T	A	T	E	H	P	L	A	N	N	E	R	O
B	F	G	I	R	E	H	T	O	M	N	F	S	E	U
Y	C	J	R	P	A	R	E	N	T	A	E	R	S	S
H	O	S	T	E	S	S	F	B	T	I	Z	E	S	E
A	O	A	L	S	H	A	O	H	C	T	G	H	M	K
N	K	S	A	R	W	S	E	E	D	I	A	C	A	E
D	X	E	U	U	D	R	A	K	N	T	O	A	K	E
Y	V	M	N	N	A	B	R	N	P	E	J	E	E	P
M	A	I	D	A	U	E	H	R	O	I	S	T	R	E
A	K	L	R	Y	L	N	G	A	R	D	E	N	E	R
N	M	U	E	C	K	H	O	S	T	C	N	I	N	G
L	P	R	S	E	A	M	S	T	R	E	S	S	B	A
D	I	T	S	U	P	E	R	V	I	S	O	R	W	O

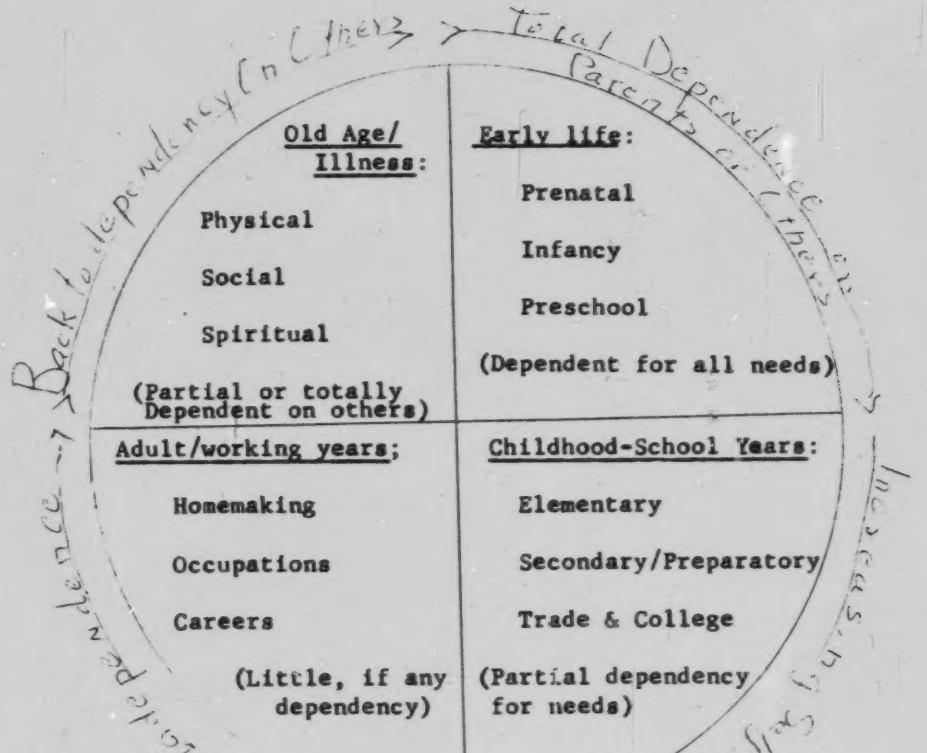
1. Aide
2. Clerk
3. Cook
4. Dietitian
5. Disciplinarian
6. Dressmaker
7. Estate planner
8. Father
9. Gardner
10. Handyman
11. Host
12. Hostess
13. Housekeeper
14. Laundress
15. Maid
16. Mother
17. Nurse
18. Parent
19. Seamstress
20. Supervisor
21. Teacher
22. Washer

HOMEMAKER JOBS -- WORD SCRAMBLE KEY



1. Aide
2. Clerk
3. Cook
4. Dietitian
5. Disciplinarian
6. Dressmaker
7. Estate planner
8. Father
9. Gardner
10. Handyman
11. Host
12. Hostess
13. Housekeeper
14. Laundress
15. Maid
16. Mother
17. Nurse
18. Parent
19. Seamstress
20. Supervisor
21. Teacher
22. Washer

DEPENDENCY--INDEPENDENCY CYCLE CHART



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BLOCK THREE

BEHAVIORAL OUTCOME: 1. Exhibit personal characteristics and attitudes of a successful employee.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Personal attitudes influence a prospective or a present employer.	Collect cartoons depicting situations which involve certain attitudes and traits. Discuss the benefit or detriment (as a friend and as an employee) of each attitude or trait.	Lessons in Living pp. 363-365 Your Attitude is Showing Pamphlet: Job Hunting? 18 Helpful Hints on 'Selling Yourself' to an Employer Enjoying Family Living Chapters 1 - 3
	View filmstrip.	Filmstrip: Why Work at All
Punctuality and absenteeism are related to job success.		
Every employer has rules which must be followed in regard to: Use of appropriate titles for certain personnel Use of the telephone Telephone manners Promptness Illness Tardiness Coffee breaks Lunch hours	Discuss what is meant by ethical behavior. Give some examples from many fields, such as work, going to school, teaching, etc. Discuss how abusing and misusing an employer's rules can lead to unharmonious relationships with the employer and with fellow employees. Prepare and serve a snack to a small group (faculty, family members or another class). Display with these guests the personal traits that also make for good employees.	

BLOCK THREE

BEHAVIORAL OUTCOME: 1. Exhibit personal characteristics and attitudes of a successfull employee. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Skill preparation alone does not insure vocational or professional success.	Discuss how the negative characteristics exhibited in lack of responsibility and inability to get along with people can more than offset doing the work itself well. Define and give examples of the "work ethic." Identify the relationship between daily appearance at school and habits formed which could carry over into daily appearance on the job. List some poor habits and attitudes to overcome, such as: Being argumentative Crowding limits Indifferent to the needs of others Others	Pamphlets: Holding a Job What Employers Want Game: Generation Gap Personal Perspectives

BLOCK THREE

BEHAVIORAL OUTCOME: 2. Practice good health habits and grooming as preparation for employment.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Good grooming practices and dressing correctly aid in securing employment.	Evaluate personal grooming assets and liabilities by filling out the grooming pretest on page 39. Carry out a plan for personal improvement. At the end of a specified length of time, repeat test and evaluate results.	Wall Chart: The Good Looks of Good Grooming Films: Body Care and Grooming How to be Well Groomed Personal Health for Girls Personal Hygiene for Boys Your Cleanliness
	Participate in a mini fashion show that illustrates how not to and how to dress for a job interview.	
	Invite a modeling school instructor or demonstrator from a cosmetic company to discuss grooming for the job.	Field trip to local beauty school Resource persons: Executive or personnel manager Modeling school instructor Cosmetic demonstrator
	Invite an executive or personnel manager to discuss proper male attire when applying for and securing a job.	
	View and discuss film(s) on good grooming and personal health and hygiene.	
	Develop a grooming check sheet which can be used by the class on a daily evaluation basis.	Call Me Mister
	Select a home project as an extended experience in wardrobe maintenance.	
	Establish appropriate grooming standards and dress for a kitchen helper, child care aide, and/or other positions related to home economics.	
	Make a collage of advertisements of grooming products and contemplate the validity of their claims. What is their psychological basis?	Magazines and newspapers

BLOCK THREE

BEHAVIORAL OUTCOME: 3. Demonstrate the ability to follow procedures involved in securing employment.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
An awareness of the major sources of employment information aids the job seeker in making wise decisions.	Complete the following statement, "If I were seeking a job for myself today, I would find one by..."	Occupational Outlook Handbook Homemaking for Teenagers, Book 1 Chapter 4 Resource persons: Business Education teacher Representative from local employment agency Community employer Representative from the Miami Opportunity Center of the State Employment Service Newspaper Classified Sections Filmstrip: Job Hunting: Where to Begin
	List the sources available to one seeking employment. List the methods of locating job leads.	
A survey of possible choices helps one in making decisions respecting work.	Using the form on page 38 or one of personal design, conduct a survey to determine job opportunities within the community.	Guide to Careers Through Vocational Training Your Career If You're Not Going to College Planning Ahead For The World of Work Money, Jobs and Futures Filmstrips: Career Decisions: Finding, Getting, and Keeping a job An Introduction to Vocation What to Do? The World of Work Jobs for You: It's Happening in Home Economics Dry Cleaning Sales & Service Where Do We Go From Here? Careers in Food Service Handbook of Job Facts
	Scan the classified advertisements in the local papers for home economics related jobs.	
	Set up a bulletin board which illustrates some of the major sources of employment information such as employment agencies, counselors, newspaper want-ads, community bulletin boards, radio, television, etc.	

BLOCK THREE

BEHAVIORAL OUTCOME: 3. Demonstrate the ability to follow procedures involved in securing employment. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A survey of possible choices helps one in making decisions respecting work. (continued)	Discuss how possible choices are affected by specific educational background such as elementary and high school courses, vocational classes, on-the-job-training and higher education. What motivational influences affect work choices? Does geographical location sometimes dictate work opportunity and choices? If so, give examples.	A Job For You Guide to Careers Through Vocational Training Kits: Florida Pre-Vocational Home Economics Career Kit Occupational Exploration Kit The World of Work Slides: Be Involved--Be a Home Economist What is Homemaker Service? Home Economics--A Pacesetter Profession Dictionary of Occupational Titles Vocations for Boys Inside the Fashion Business Buffet Catering Occupations and Careers Encyclopedia of Careers and Vocational Guidance Futures for Home Economists Careers in Hotels and Restaurants Vocations for Girls Home Economics Careers for You Home Economics as a Profession Pamphlets: Be a Person in Home Economics: A Job/Career Story The Correct Waitress Career in School Food Service: A Partnership in Education Careers for Youth in the Food Service Industry The Correct Maid for Hotels and Motels

BLOCK THREE

BEHAVIORAL OUTCOME: 3. Demonstrate the ability to follow procedures involved in securing employment. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A knowledge of the information required and procedure followed when filling out employment applications aids the applicant.	Practice writing letters of application in answer to newspaper want-ads. Role-play the employer receiving the applications and selecting some for interviews. State why they were selected. Fill out a sample application for a job. Forms can be secured from local employment agencies and businesses. Participate in a role-playing situation on applying for a job or a job interview. Role-play a job inquiry by phone. Make a list of the information likely to be needed in filling out employment applications: Social Security Number Address and phone numbers of people used for reference Periods of previous employment: dates, name of immediate superior, job description, location of work and phone number Work permits when required	Filmstrips: Getting and Keeping Your First Job The Job Interview Preparing for an Interview Applying for a Job Looking for a Job The Teenage Employment Guide Kit: Getting a Job

BLOCK THREE
BEHAVIORAL OUTCOME: 3. Demonstrate the ability to follow procedures involved in securing employment. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A survey of possible choices helps one in making decisions respecting work. (continued)	Brainstorm on the great variety of jobs available in home economics related fields and where training in home economics skills is applicable.	Curriculum Guides: Food Service Occupational Cluster Guide Employment Opportunities Related to: Child Development, Clothing and Textiles, Food and Nutrition, Housing and Home Furnishings Resource Units for Employment Opportunities in Home Economics Related Occupations

BLOCK THREE

BEHAVIORAL OUTCOME: 4. Analyze the need for harmonious relationships with others and a better understanding of self.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Personal living skills and job success go hand in hand.	Brainstorm for a list of personality traits that would be necessary for job success.	Curriculum guide: Orientation to the World of Work
	Compile a checklist of desirable character and/or personality traits for on the job. Use the list to identify strengths and weaknesses and plan a self-improvement program.	Film: Improve Your Personality Personal Qualities for Job Success
One's personal conduct on the job can determine whether one's employment in any position will continue or be terminated.	Survey local employers to determine what qualities are most and least valued in their employees. Report findings to the class.	Kit: On the Job World of Work Human Relations
	List characteristics most annoying in fellow students (Do not identify students). Discuss how these could relate to relationships with fellow employees.	Filmstrip: How to Keep a Job Business Behavior Filmstrip: Awareness: Insight Into People
	Study and complete the Attitude and Trait Checklist on page 40. Complete the Absence Questionnaire on page 42. Using the results from these two questionnaires, write a paragraph on personal rating as an effective employee.	Guide for Today's Home Living Chapters 2 and 4 Living With Your Family Chapters 4 and 15 Homemaking for Teenagers, Book I Chapter 1 Steps in Home Living p. 27 Teen Guide to Homemaking Chapter 9 Young Living Chapter 2 Introductory Homemaking pp. 268, 275

JOB OPPORTUNITIES IN THE COMMUNITY

Check the job opportunities in your community at this time. Indicate those immediately available and those which will be available in the near future.

Jobs	Now	Future
Cashiers		
Grocery Store	___	___
Restaurant	___	___
Department Sotre	___	___
Other _____	___	___
Dry Cleaners	___	___
Laundry	___	___
Caterer		
Waitress/Waiter	___	___
Serving	___	___
Food Preparation	___	___
Bakery		
Cake decorating	___	___
Salesgirl	___	___
Florist		
Flower Arrangement	___	___
Nursing Home		
Serving sick	___	___
Room care	___	___
Care of older people	___	___
Preparing and serving meals	___	___
Grocery Store		
Food Packaging	___	___

Jobs	Now	Future
Restaurant		
Waitress/Waiter	___	___
Fountain work	___	___
Short-order cook	___	___
School Food Service Program	___	___
Department Store		
Salesgirl	___	___
Alterations	___	___
Gift Wrapping	___	___
Other _____	___	___
Nursery School		
Care of Children	___	___
Sewing Centers		
Selling fabric	___	___
Selling notions	___	___
Selling patterns	___	___
Others:	___	___
	___	___
	___	___
	___	___
	___	___
	___	___

GROOMING PRETEST OR CHECKLIST

Rate yourself on the list. Work on improving your shortcomings.

Fill in the answers:

1. Is my hair clean? _____
2. Does my hair look neat, shiny, healthy? _____
3. Is my complexion clear and healthy looking? _____
4. Are my teeth clean and shiny? _____ In good condition? _____
5. Are my fingernails clean, well shaped, free from bright polish that is chipped, and from hangnails? _____
6. Are my hands clean? _____
7. Is my neck clean? _____
8. Are my ears clean? _____
9. Is my clothing appropriate? _____ Is it becoming? _____
10. Am I positive that my clothes and body are absolutely odorless? _____
11. Did I have a bath or shower this morning or last night at bedtime? _____
12. Do I hang up my clothes every night? _____
13. Are my shoes polished and the heels in good repair? _____
14. Are my shoes appropriate for business and for school? _____
15. Are my shoulders free from dandruff and from stray hairs? _____
16. Are my clothes I am now wearing in good repair? _____
17. Do my clothes fit well? _____
18. Did I take the time this morning to make the most of my appearance? _____
19. Do I look fresh and wide awake? _____
20. Does my face look pleasant? _____ Do I smile most of the time? _____
21. Do I exercise to stay trim and in good physical condition? _____
22. Am I drinking at least eight glasses of water each day? _____
23. Do I try to look my best at all times, even when alone? _____
24. Would I be considered well-groomed? _____

Girls ******

Wearing hose? _____
Free of runners? _____
Fashionable skirt length? _____
Hair trim and smart looking? _____
Using moderate amount of make-up? _____

Boys ******

Shave this morning? _____
Hair cut recently? _____
Shirt-tail inside? _____
Shirt buttoned up? _____
Trousers pressed and clean? _____

PERSONALITY CHECKLIST ON TRAITS FOR SUCCESS ON THE JOB AND ELSEWHERE

Place a check in the column which best describes the degree to which you possess the trait listed.

I AM:	USUALLY	SOMETIMES	SELDOM
1. Friendly			
2. Cheerful			
3. Pleasant			
4. Reliable			
5. Thorough			
6. Neat			
7. Appropriately dressed			
8. Confident			
9. Optimistic			
10. Helpful			
11. Sympathetic			
12. Ambitious			
13. Self-reliant			
14. Trustworthy			
15. Honest			
16. Courteous			
17. Careful to avoid bad language			
18. Loyal			
19. Cooperative			
20. Poised			
21. Self-controlled			
22. Punctual			
23. Tactful			
24. Alert			
25. Persistent			
26. Sincere			
27. Modest			
28. Patient			

ATTITUDES AND TRAITS CHECKLIST

Choose one of the four statements under each item which best describes the attitudes and performance you exhibit as a student. Place the letter (a, b, c, d) in the blank. This should give you an idea as to how you would rate as an employee. Have a classmate rate you the way he or she sees you and compare your findings.

---

1. COOPERATION - ability to get along with others
   a. Usually gets along with others
   b. Sometimes pulls against rather than work with others
   c. Cooperates willingly
   d. Is difficult to handle

   _____

---

2. INITIATIVE - tendency to go ahead
   a. Does routine work acceptably
   b. Does work fairly well by herself/himself
   c. Takes very little initiative, requires urging
   d. Looks for things to learn and do

   _____

---

3. COURTESY
   a. Usually is polite
   b. Has been discourteous to public and teacher
   c. Is not particularly courteous in action or speech
   d. Is very courteous and considerate of others

   _____

---

4. ATTITUDE TOWARD CRITICISM
   a. Resents criticism
   b. Pays little attention to criticism
   c. Profits by suggestions
   d. Accepts criticism, but does nothing about it
   e. Asks for constructive criticism

   _____

---

5. NEATNESS AND PERSONAL GROOMING
   a. Should make effort to improve appearance
   b. Looks neat most of the time
   c. Often neglects appearance
   d. Is attractive and pleasing in appearance

   _____

---

6. ACCURACY OF WORK
   a. Is extremely careless
   b. Is as accurate as the average employee
   c. Is frequently inaccurate and careless
   d. Follows through her work with a high degree of accuracy

   _____

---

7. WORK HABITS
   a. Wastes time occasionally
   b. Is industrious; keeps busy
   c. Often wastes time
   d. Is fast and efficient

   _____

To help the person being evaluated be better informed, list here anything else that is not covered in this rating sheet about which you would like to comment.

ABSENSE AT SCHOOL OR ON THE JOB

1. How many days have you been absent this semester? _____

2. What were your reasons for absense?

3. If you earned $1.25 an hour, and were absent for an 8-hour day, how much would you:

   a. Lose in a day? _____

   b. Have lost for the semester so far? _____

4. If you were an employer, how would you feel about people who were absent from work very often?

5. How would you feel about people who were absent from work most often on Fridays and/or Mondays?

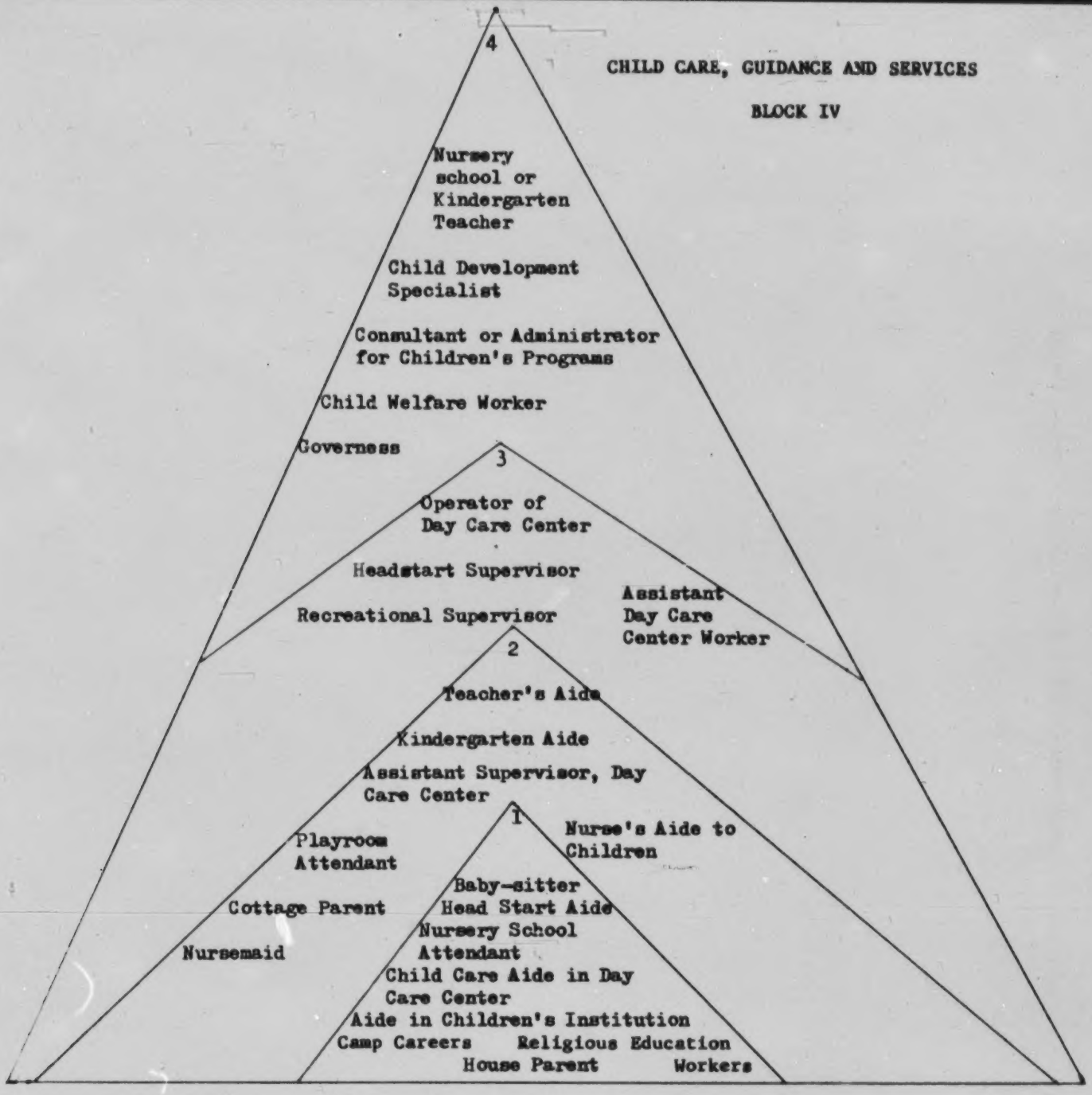
6. Could your attendance be improved?

Name _____

QUALITIES NECESSARY FOR SUCCESS IN EMPLOYMENT

The following are some personality traits and characteristics that contribute to success on the job:

1. Loyalty
2. Responsibility
3. Courtesy
4. Tolerance
5. Consideration
6. Ability to listen
7. Honesty
8. Dependability
9. Innovation
10. Creativity
11. Flexibility
12. Appearance
13. Self-understanding
14. Independence
15. Security
16. Self-involvement
17. Motivation
18. Self-discipline
19. Ability to work with others
20. Self-respect
21. Trust
22. Tact
23. Enthusiasm
24. Confidence
25. Sense of humor



1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skill Level - Technical Level
4. College or University Level

BEHAVIORAL OUTCOME: 4. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Child Care, Guidance and Services.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The more one knows and can apply learning in the area of child development, the more employable he/she becomes. There is opportunity for employment in the area of child care for both young and old workers with various training and ability Nursery schools and play ground supervision require workers who enjoy children and are understanding of their needs.	Schedule observations for: Television children's programs Sesame Street Puppet shows Cartoons Children's films Library story-reading program Public park preschool programs Church, hospital and other private nursery schools Government/school programs School child care services laboratory, instructional Cooperative work program Head Start schools Community art and science centers' programs Orient pupils to objectives of the field trip to the site of the child care operation: 1. Explain carefully regarding parental consents, conduct expected and route to take coming and going. 2. Present to pupils list of activities to be observed at the playground 3. Assign pupils to be mindful of and and to keep mental notes regarding activities anticipated to be observed and make plain to pupils their role in their relationship with the children. It should be clear when quiet observation is required and when they may participate in play with a child or group of children assigned to them.	Understanding and Guiding Young Children Community agencies and institutions Field trips: Nursery schools Day care centers Working Mothers and the Day Nursery Curriculum Guides: Human Development Nursery School in the Home Economics Program, A. Exploring Home and Family Living Chapters 23-26 Steps in Home Living Chapter 7 Teen Horizons at Home and School Chapter 6 Introductory Homemaking pp. 179-187

BEHAVIORAL OUTCOME: 4. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Child Care, Guidance and Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Nursery schools and play ground supervision requires workers who enjoy children and are understanding of their needs (continued)	Evaluation: Give pupils check list of questions regarding good points, bad points, and recommended improvement as they observe the playground operation regarding: a. Pleasure of children at work and play b. Learning opportunities as to knowledge gained and suitability of level offered c. Social adjustment (degree of cooperation appearance of feeling secure or threatened, etc.) d. Physical activities e. Emotional stability of children f. Work failures and successes g. Individual differences h. Health indicators (size, weight, agility, etc.) i. Suitability of equipment j. Adult attitudes and supervision k. Kinds of equipment provided l. Role of workers and their relationship with the children	
Junior high school boys and girls may make preparation in school experiences for successful part-time self-initiated work experience in caring for younger children.	Compile a list of job opportunities related to the care and education of children. In cooperation with the teacher and using charts on pp. show correlation between child development curriculum and jobs in child care and guidance. Objectives of child development unit Learnings applicable to job descriptions	Curriculum guide: Resource Units for Employment Opportunities in Home Economics Related Occupations pp. 3-19

BEHAVIORAL OUTCOME: 4. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Child Care, Guidance and Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Knowledge of human development and child rearing skills apply both to role of parent and child care employment.	Compare applications of the principles of child care and guidance in the home with application in the group situations of a day care center or nursery.	Young Living Chapter 4
Employment opportunities exist at varying levels of education and experience.	Invite resource people from various public and private institutions to speak on their specific jobs, the preferred education/experience qualifications, and current range of pay and fringe benefits	Resource persons: Nursery or kindergarten worker Child welfare worker Guidance Counselor Special Education teacher Cottage parent Mothers who use baby-sitters Candystriper Retirement home operators
	Children may be cared for in private homes and in licensed nurseries for infants.	Classified telephone directory (yellow pages) Classified newspaper ads Nursery schools and child care centers.
Knowledgeable employees can avoid many possible problems while on the job.	Pupils describe instances of success and problems encountered on "sitting jobs." Suggest ways to deal with and avoid various problems.	
Disadvantaged/handicapped have special educational and training needs.	Pretest/posttest knowledge of extent of needs, of numbers of people in these categories, and of provisions for meeting their needs.	Resource person: Special Education Teacher

BEHAVIORAL OUTCOME: 4. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Child Care, Guidance and Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Disadvantaged/handicapped have special educational and training needs. (continued)	Review the agencies concerned with the rights of the disadvantaged/handicapped. Plan a suitable activity for a handicapped special friend and report on its success. Cite case studies on putting the hard-core unemployed into jobs. Survey job opportunities both for training the disadvantaged/handicapped as well as for employment suitable to their abilities and physical capacities. Suggest or tell of work that you know of which may be conducted from home for handicapped people such as: Telephone answering service Transcribing services Telephone soliciting or survey arrangements Baby-sitting service Others	Vocational Instructional Materials for Home Economics Available from Federal Agencies Goodwill Industries employee or supervisor Creative Opportunity for the Retarded Child

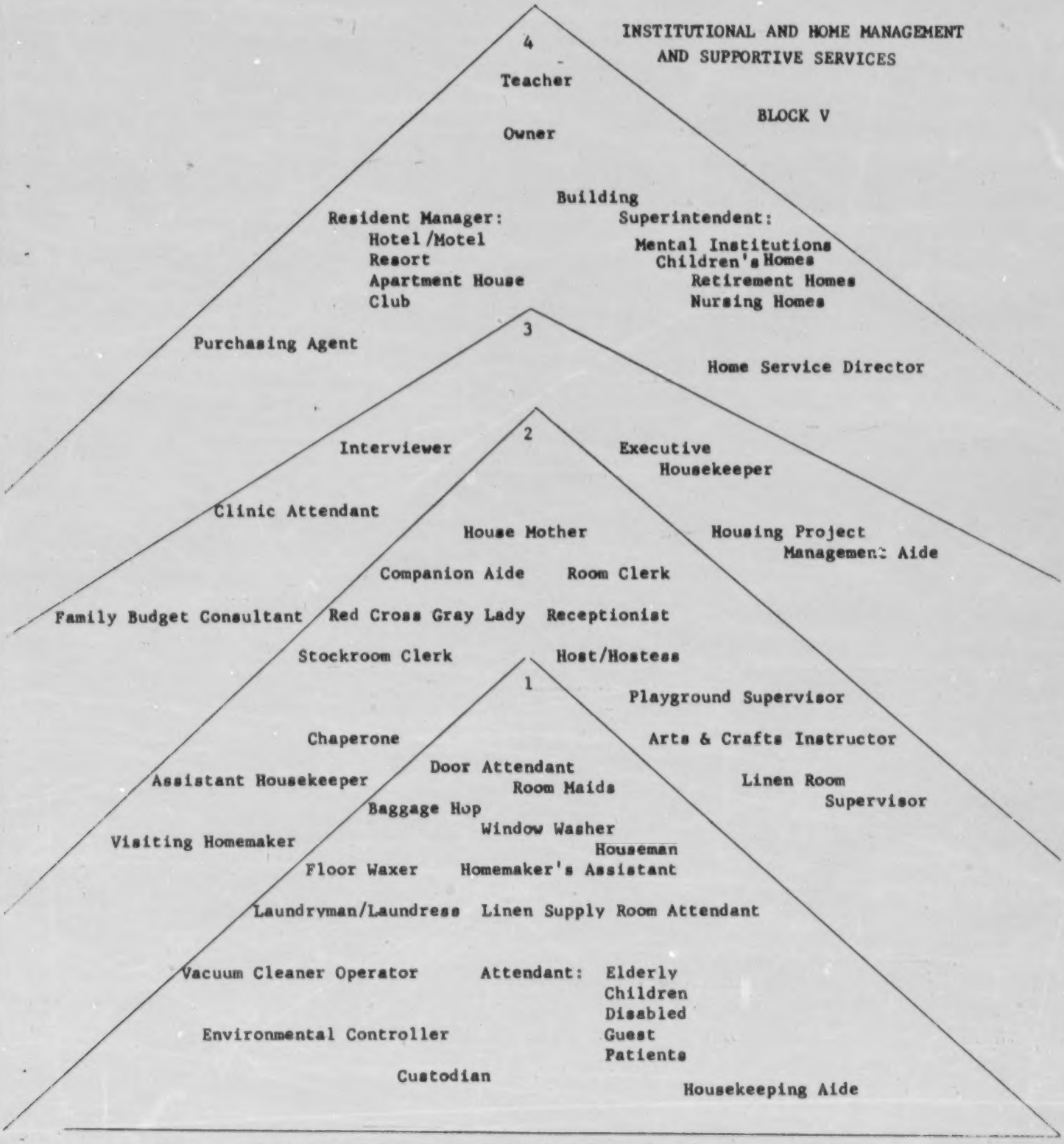
CHILD CARE, GUIDANCE AND SERVICES
COLLEGE OR UNIVERSITY LEVEL

Job Title	Description	Educational Requirements	Remuneration
Teacher of Child Development at colleges and universities	Instructs students who may become nursery school or kindergarten teachers in public or private schools. Curriculum includes a knowledge of the development of the child including physical growth, mental, social and emotional development. The influence of hereditary and environmental factors, recognition of aptitudes and problems, methods of instruction and supervision of play, establishing desirable routines and attitudes, appropriate activities according to maturity levels and the selection and use of safe equipment for a variety of purposes.	College advanced degrees	$12,000 up
Teacher of Child Development at secondary school level	Teaches units or courses in child development and all other areas of home economics. In larger schools where enrollment permits specialization of teachers within a department, may teach child development only. In wage-earning courses, prepares students for entry level work as babysitters, Child Care Aides in Day Care Centers, nursery schools and kindergartens or children's institutions; for work as adults' or mothers' helpers, or to care for infants or small groups of children in own home.	College or University degrees meeting certification requirements	$5,000 to $13,000 depending on school district pay rates

Job Title	Description	Educational Requirements	Remuneration
Nursery School or Kindergarten teacher (private)	Organizes and leads activities of pre-kindergarten children in nursery schools or playgrounds. An important part of this job is cooperative relationship with parents. A free exchange of information helps in understanding and working with the whole child at school and home. Tasks include: Supervising equipment and activities which stimulate dramatic, creative and spontaneous reactions Story reading or telling Singing, playing records, T.V. programs Eating supervision Toilet training Working with art media—clay, crayons, finger paint Overseeing playground activities Taking short walks to various places Overseeing use of suitable play equipment inside and out: puzzles, books, blocks, swings, ropes, slides, sand boxes, splash pools, paper and paste, scissors, simple musical instruments, miscellaneous toys	Two years college	$95 week
Kindergarten teacher (public)	Includes all of the above plus usual duties of teachers as required by particular school system.	College or university degree in Home Economics with major or specialization in child development or degree in Education meeting Early Childhood Education Certification requirements.	Same as Child Development teacher at secondary level

Job Title	Description	Educational Requirements	Remuneration
Operator of Day Care Center	In addition to hiring personnel qualified to perform the above duties, is responsible for the financial aspects, establishment and enforcement of policies, and meeting legal requirements respecting state and local laws pertaining to such centers. Is concerned with insurance coverage, providing equipment, establishing routines for eating, (lunches and snacks), sleeping (naps), toilet training, and over-all responsibility for the entire operation.	Should have same as above	Income is dependent on financial success of the center.
	ADVANCED SKILL OR SEMI-SKILLED LEVEL		
Baby-sitting	Is in constant attendance to oversee activities of infants and younger children during their waking and sleeping hours. Duties are variable with different age children and with the wishes of the employer. This is a "do as you're told" commitment with cautions against irresponsible initiative. Employment may be temporary, part-time or regular work. Baby-sitting employment agencies usually hire quite mature women, most of whom have had considerable experience. Their rate is based on an hourly rate plus travel with a minimum time limitation, usually four hours. Holiday rates impose a doubled minimum.	Training of teenagers at home or high school recommended. Some inexperienced trained by employer. Practical experience	$.50 to $1.00 per hour—usually varies with number of additional responsibilities besides care of children. $1.25 hour plus travel to a $10 minimum for holidays
Operator of a Baby-sitting Service	Operated from home or telephone answering service, responding to needs of patrons by phone. Services may be scheduled well in advance or on little or no notice. Maintains listing of available sitters who are contacted as needs arise and whose qualifications have been screened. It is necessary that sitters have cars and meet other criteria as specified by operator of the service respecting uniforms, health cards, etc.	None. Likely knowledgeable from own experiences.	Commissions paid by sitters for employment services

Job Title	Description	Educational Requirements	Remuneration
Sales clerk in retail toy store or children's clothing business	Same work as sales clerks in any other department or business but hopefully with more specific interest/experience with needs of children of different ages. Customers may rely on advice of clerk who may make helpful suggestions. A knowledge of gift wrapping an asset.	Trained on job	Minimum wage



1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level

BEHAVIORAL OUTCOME: 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Many job titles, descriptions and remuneration are the same in communal dwellings as in an individual household, but a difference lies in the variety and extent of required personal characteristics and necessary adjustment.	Compare psychological aptitudes for the performance of the several jobs common both to institutional and domestic situations. Discuss with and ask questions of a person who has worked under both circumstances. Draw conclusions regarding the advantages and possible disadvantages of each.	Use school maid as resource person The Aged, the Family and the Community
Here there are more entry-level jobs requiring minimal formal education than in many other areas of employment and the worker has opportunity for self advancement with on-the-job experience.	Participate in a question and answer period to learn specifics of jobs, their requirements and benefits, chances for advancement, etc., from someone presently employed in a supervisory capacity in an institution or home.	Executive housekeeper or manager of a hotel, nursing home, children's home, retirement home, or club
Working efficiency is one measure of an employee's success.	Hands-on experience with various types of vacuum cleaners to compare quality of performance of these and other related kinds of equipment. Divide into groups and each group wash a window pane or mirror with different brands of washing products and drying equipment to evaluate: efficiency, cost, time and energy required. Ask service station attendants about their preference for windshield washing products and reasons for these preferences. Compare and list various products with advantages and disadvantages.	Kirby Vacuum Cleaner Pullman Carpet Cleaner Hoover manual sweeper Others Bon Ami(powder and cake) Dishwashing detergents (liquid/powder) Ammonia and water Ajax and Windex (for windows) Newspaper and paper toweling Chamois Cotton cloth Squeege Others

BEHAVIORAL OUTCOME: 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Changing bed linens efficiently is a saving of time and energy.	Observe a demonstration in which a volunteer makes a bed alone. Discuss how another person might have performed the task more efficiently. Compare time and motion required with that used when two people make the same bed.	Red Cross provides bed if none is available in the department Bed in clinic, if available Pedometer Watch
Suitable equipment makes for greater efficiency.	Work with various styles of mops and buckets making observations as to design and materials used. Make judgments as to relative desirability from point of view of efficiency of time and energy used compared to effectiveness of results.	Self wringing mops Refill type mop sticks Buckets with wringing devices Buckets of varying shapes and capacity Assorted mop head materials such as chamois, nylon, cotton string, sponges, rags, etc. Mechanical scrubbers for rugs & floors
Different types of flooring need specialized care.	Demonstrate and discuss the various flooring materials such as marble, asphalt tile, hardwood, terrazzo, linoleum, etc., and point up the "do" and "don't" rules for suitable care to avoid damage while cleaning and still get best results.	Liquid wax (assorted brands) Paste wax Kerosene/gasoline Ammonia Buffers Applicators Steel wool/other abrasives
Bathroom cleaning requires special sanitizing techniques and procedures.	Determine procedural steps in cleaning a bathroom and fixtures. Consider various materials and equipment suitable for removal of stains, odors, mildew, etc. Stress safety precautions in mixing chemicals and possible health hazards due to carelessness.	Bowl chemicals Deodorizing products Chlorine products Scouring materials Cleaning cloths Brushes and sponges Gloves

BEHAVIORAL OUTCOME: 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Different communities offer varied opportunity for exploring job possibilities.	Survey and locate businesses and institutions including resource personnel as prelude to field trips and hands-on experiences.	School Work Program Teacher Chamber of Commerce Factories Hospitals Banks Businesses Food Processers Nurseries (Plant/landscaping) Municipal Departments Labor Unions Day Care Centers Exterminators Janitorial Services Employment Agencies Newspapers Vocational Schools Advisory Committees
Employment in assisting older people with impairments may be found by the teenager.	By telephone and personal interviews, survey community work opportunities. Include: Homebound adults Nursing home patients Retirement homes "Adopt" a nursing home father/grandfather, mother/grandmother. Categorize the duties for which these people may be willing to pay, such as: Letter writing Grocery shopping Paying bills Reading Companionship/sharing/listening Cleaning Laundry Telephoning Others	

BEHAVIORAL OUTCOME: 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Explore possible laundry and dry cleaning options available to the homemaker and their relationship to efficient use of time, money and energy plus supplemental income opportunities.	Survey: 1. History of self-service during the "good old days" prior to 1937 2. Development of the self-service idea respecting cleaning Hands-on extended experience: 1. At home 2. At public laundermat 3. In school laboratory 4. Large commercial laundry/ dry cleaning plant Report on job opportunities in coin-operated place and on knowledge of the many other special services available in a laundermat. Discuss possible relationship between background of homemaker and: 1. Work on a diaper service route 2. Doing laundry at home for others to supplement income 3. Teenage helpers services Compare home and commercial equipment and occupational potential in relationship to: 1. Sales jobs 2. Maintenance and repair work	Pamphlet: Self-Service Laundering and Dry Cleaning the Coin-Op Way Equipment in the school Home Economics department Kit: Modern Trends in Consumerism Classified ads in newspapers Resource person: Repair Services Business owner Factory representative Equipment catalog Film: So You Want to Be a Home Appliance Service Technician Vocational Instructional Materials for Home Economics
This area offers suitable opportunity for training the disadvantaged or handicapped person.		

BEHAVIORAL OUTCOME: 5. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Institutional and Home Management and Supportive Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A poor credit rating becomes a liability.	Research operation of Master Charge credit.	Credit Union resource person
	Describe the penalties which result when financial responsibilities are not met respecting installment buying: 1. Repossessions 2. Denial of future credit 3. Increased interest and penalties 4. Other	Credit Bureau
	Write a report on the procedures and policies of the services rendered by credit bureaus.	Booklets provided by various loan companies on household finance
There are ways of establishing a good credit rating.	Clarify concepts respecting: Prompt payment of bills, accounts Longevity on the job Practical relationship between income and commitments to pay Adequate reserves for emergencies Bondable qualifications Personal integrity and personal values	Resource person: . Financial Counselors
There are many jobs in banks, loan companies and other lending businesses which require minimal educational background.	Interview persons presently employed in financial institutions respecting their on-the-job training, educational offerings, and opportunities for advancement. Cite evidence of their having the characteristics of responsibility, reliability and ability to get along well with fellow employees (strong work ethics).	

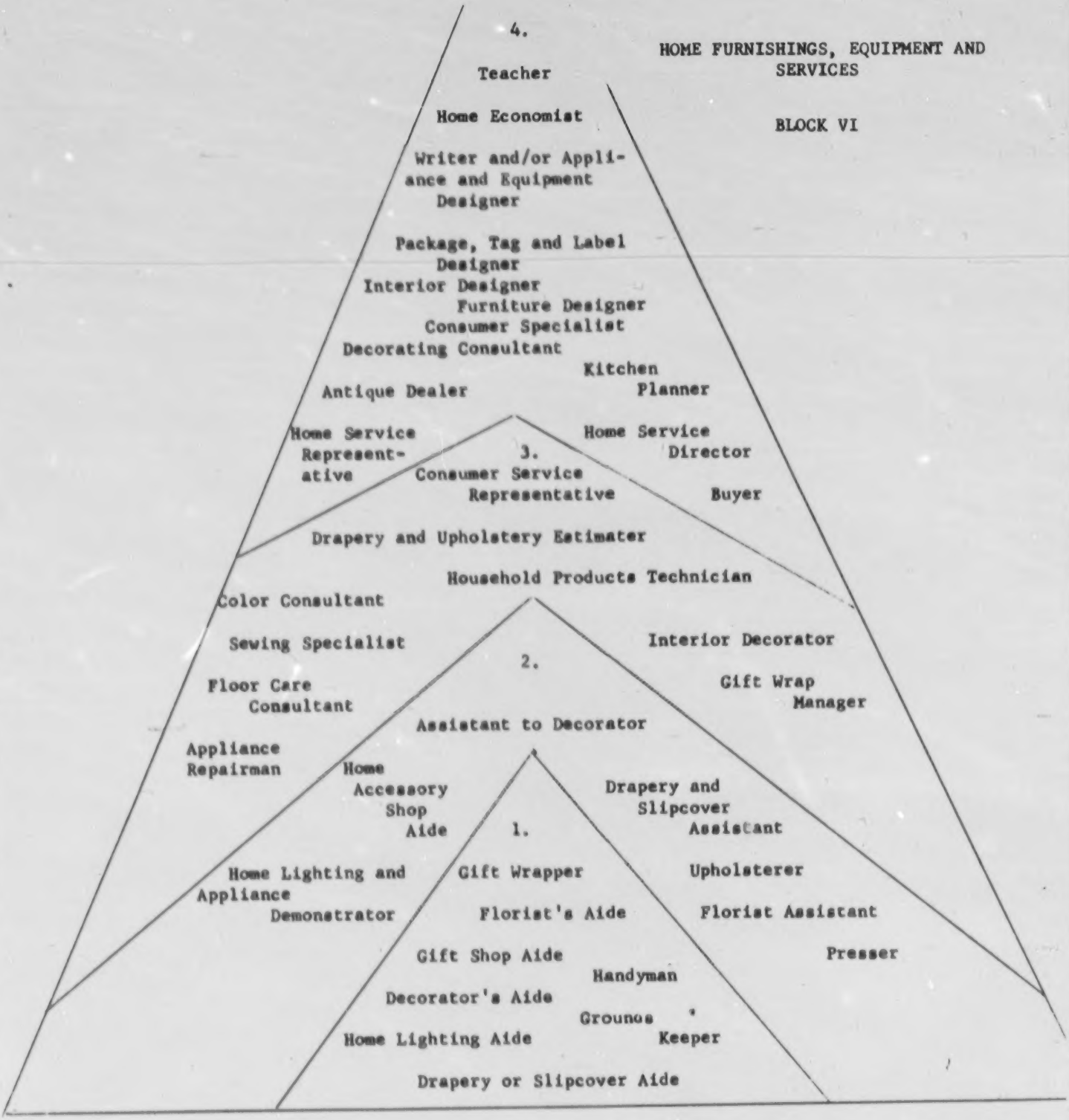
INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES

Job Title	Description	Educational Requirements	Remuneration
Family Budget Consultant	Advises customers of bank and loan companies on personal and family financial problems. Provides advice on family spending and saving. May be self-employed.		
Institutional Housekeeper or Supervisor	Directs Institutional housekeeping program to insure clean, orderly and attractive condition of the establishment. Inspects and evaluates condition of work. May select and purchase new furnishings. May evaluate records to forecast department personnel requirements and to prepare budget.	On-the-job training possible but formal education helpful	Varies with experience and size of establishment. From $3800 to $12,000. May get free meals and laundry.
Residential Supervisor	Supervises work activities of cleaning personnel. Assigns workers' duties and inspects work. Investigates complaints. May screen applicants, train new employees, and recommend dismissals.		Same as above
Boarding Housekeeper	Acts as house manager, advisor, chaperon, for boarding house, sorority house, children's house or similar establishment		
Domestic Couple	A man and woman, usually husband and wife, who perform all domestic work in a household. Man performs duties such as driving car, gardening and acting as butler. Woman performs various cooking, cleaning and washing duties similar to a maid.		

Job Title	Description	Educational Requirements	Remuneration
	SEMI-SKILLED LEVEL (SECONDARY SCHOOL LEVEL)		
Janitor/Custodian	Keeps hotel, office building, apartment house school or similar building in clean and orderly condition. Keeps building in good repair.		
Domestic	A male or female household employee working in a private home.		$10 to $15 a day May live in or out

HOME FURNISHINGS, EQUIPMENT AND SERVICES

BLOCK VI



1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level

BEHAVIORAL OUTCOME: 6. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Home Furnishings, Equipment and Services.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Training in Home Furnishings, Equipment and Services provides skills which can: Aid the homemaker in getting maximum satisfaction from his/her money Be used to obtain part-time work Be developed for skilled employment Be fully developed into a professional lifetime employment	Brainstorm for skills in area of Home Furnishings, Equipment and Services which Aid the homemaker Can be used for part-time work Can be developed for employment Can be developed on a professional level Discuss the relationship between home skills and job skills. Select one job (semi-skilled, skilled or professional) and do research to determine title, work description, educational requirements, opportunities in the community and the general pay scale. Report findings to the class. Listen to guest speakers describe careers in these various areas.	Home Economics Related Occupations Steps in Home Living Chapter 5 Occupational Outlook Handbook Exploring Home and Family Living Chapter 15 Handbook of Job Facts Teen Horizons at Home and School pp. 447-457 Enjoying Family Living Chapter 8 Guide to Careers through Vocational Training Resource persons: County extension agents Interior decorator Local florist Curriculum guide: Resource Units for Employment Opportunities in Home Economics Related Occupations pp. 39-57 Introductory Homemaking pp. 201-205

BEHAVIORAL OUTCOME: 6. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Home Furnishings, Equipment and Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The use of manufacturers' instructions for the operation and care of equipment can help forestall expensive repairs.	Read various warranty records and instruction manuals for various pieces of equipment.	Warranty Records and Instruction Manuals
Familiarity with the operation of power-driven sewing machines may be an introductory basis for employment in upholstery, slip-cover and drapery businesses.	Develop a checklist of safety habits to observe when operating power-driven sewing equipment.	
There is a great diversity of businesses connected with Home Furnishings, Equipment and Services.	Make a collection of pamphlets, booklets, and magazine articles telling and illustrating the knowledge and skills involved with Home Furnishings, Equipment and Services.	
	Search the classified telephone directory for the variety and numbers of businesses listed in the categories of Home Furnishings, Equipment and Services.	Classified telephone directory
The investment in Home Furnishings and Equipment is greater than the investment in the dwelling itself.	Price the furnishings and/or equipment for individual rooms and compare the total with cost for square foot area of these rooms. Make conclusions respecting the wisdom of careful shopping in the selection of furnishings and equipment for home and business.	Catalogs and advertisements Shopping trips

BEHAVIORAL OUTCOME: 6. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Home Furnishings, Equipment and Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Invite a local florist to demonstrate flower arranging techniques. Relate to job opportunities, pay, and demand for workers in the field.	Resource persons from various businesses and services related to Home Furnishings, Equipment and Services
	Listen to resource person(s) from the surrounding high schools discuss their home economics vocational and/or technical programs available.	
	Secure course descriptions of training given at Lindsey Hopkins which will qualify successful trainees for employment in related businesses.	
Knowledge of the manufacture, operation and sale of major and minor appliances offers employment in the sale and service of such appliances.	Observe a demonstration by a public utility serviceman on regulating a heat control on a range.	
	Invite a salesman of vacuum cleaners to tell of his work as a commission sales person.	
	Attend an adult class on the use of small appliances conducted by a representative of the manufacturer and report on selling techniques observed.	

HOME FURNISHINGS, EQUIPMENT AND SERVICES

COLLEGE OR UNIVERSITY LEVEL

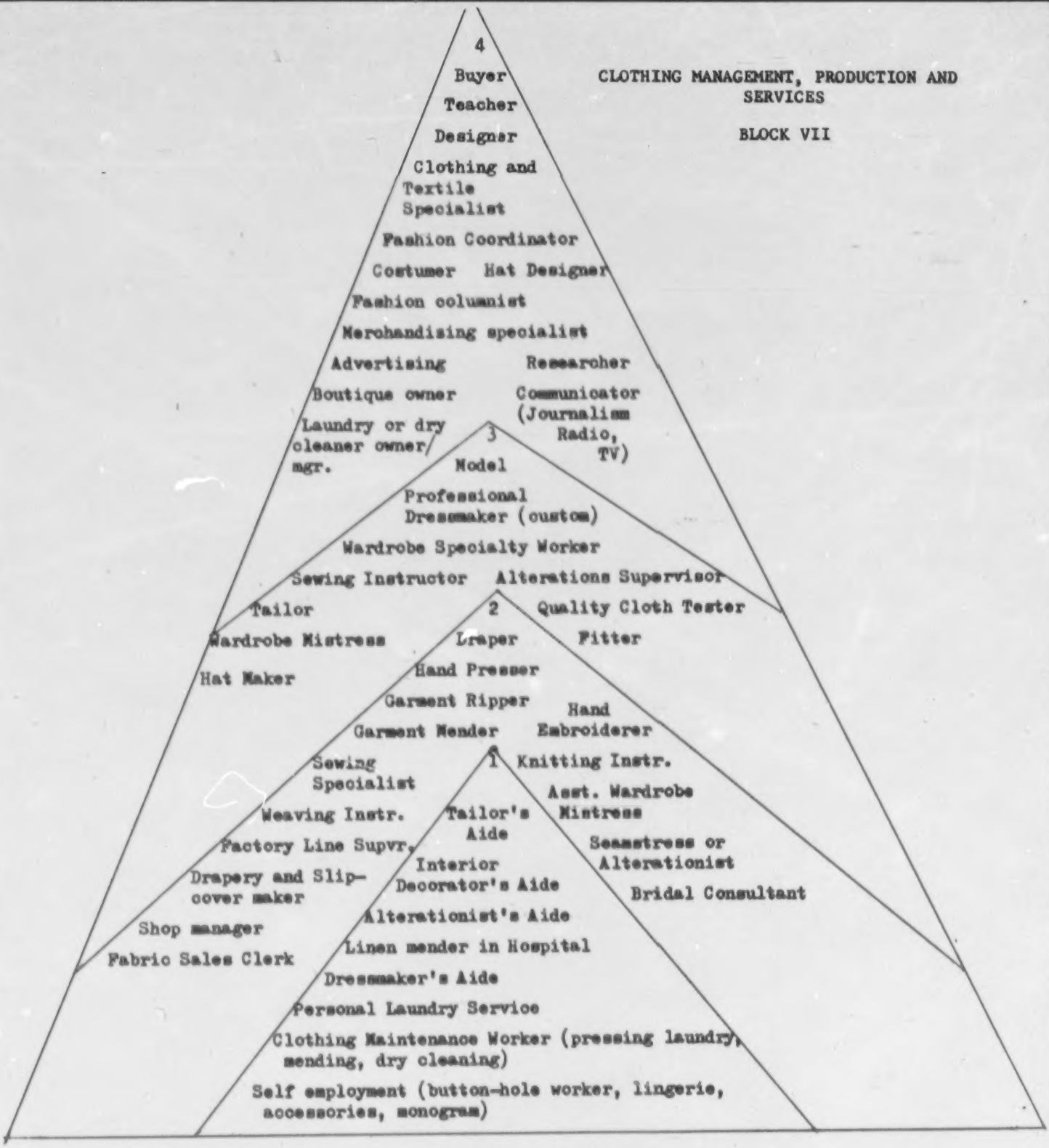
Job Title	Description	Educational Requirements	Remuneration
Buyer	Main function is to select merchandise which is based on style and color trends in interior furnishings and which will sell.	Minimum - completion of either a 2 or 3 year course at a recognized school specializing in interior decorating and design with courses in sales, marketing and merchandising. New graduates usually serve a training period.	Beginning salaries range from $75 to $90/week
Writer	Does writing for magazine and/or newspapers which will help consumers use their resources wisely. Writes columns, technical bulletins, brochures, package directions and equipment and/or appliance manuals. May also write advertising copy, design containers, packages, labels and tags.	College with liberal arts major or home economics major with courses in journalism, on-the-job training	$4,000 to $5,000 a year
Interior Decorator and Designer	Plan decor for homes, offices, stores, theaters, hotels, restaurants, ships, airplanes, TV and theatrical stage sets. May submit sketches of plans, estimate costs, purchase materials, oversee work.	2-3 year course in art school or design institute or BA degree in fine arts, 1-3 years on-the-job training	Starting $75 to $100 a week. May receive commission instead of, or as well as salary
Home Lighting Consultant	Utility companies and electrical equipment companies employ persons with degrees in home economics to work with customers in their homes to plan effective lighting arrangements. May include suggesting changes in the present furniture arrangement or color scheme. Develops and presents programs for schools, community organizations and service clubs.	College degree in home economics	$6,000 a year
Home Economist	Give information and advice about home products and activities. May specialize in food, dietitics, clothing, child care, home appliances, household management. May teach, do research, plan menus, do public relations or welfare work.	College degree in home economics necessary; graduate degree usually required for research directors, nutritionists, college teachers.	Average in secondary schools $5,500, college or universities $6,000 Govt., $4,500 to $15,000/year

Job Title	Description	Educational Requirements	Remuneration
Merchandising Consultant or Representative	Interviews public and compiles information on topics such as consumer buying habits.		
Home Service Director	Plans, coordinates, and directs consumer education service or research program for equipment, food, or utility company to promote good will and sale of products or services. Assists in planning window or floor sales displays.	College	Average $6,000/ year
Home Service Representative	Demonstrates gas or electrical equipment to promote sales, and advises homemakers in efficient use of fuel in homes. Visits customers' homes. Represents utility company.		Average $6,000/ year
Home Economist Consumer Specialist	Participates in programs of consumer service and research for manufacturers and distributors of food and textile products, clothing patterns and household equipment to assist in sale and development of products. May be designated according to product or work specialty.		$4,500 to $15,000/ year
Appliance Tester	Tests appliances and electrical units to determine shorts, grounds and efficiency of units.		
	ADVANCED SKILL LEVEL OR TECHNICAL LEVEL		
Drapery and Upholstery Estimator	Estimates price of making and installing household accessories such as draperies, slipcovers, window shades and upholstery. May be designated according to specialty.		
Household Products Technician	Compiles data concerning household products, such as waxes, cleaners, insecticides and air purifiers. Applies product to various surfaces and compares with competitors' products. Answers customer calls for product information. May operate floor polisher, scrubber, and laundry appliances.		

Job Title	Description	Educational Requirements	Remuneration
Appliance Repairman	Repairs gas and electric appliances and equipment. Advises customer on use and care of appliance. May estimate cost of repairs. May install appliances.		Trainees $3,300 to $4,300. Skilled range $5,000 to $6,500. Average about $5,700
Color Consultant	Advises clients relative to fashionable shades and color combinations in paper, paint, draperies, floor coverings, and other permanent installations for furnishings of homes, offices and other commercial establishments.		Average $4,000 to $8,000. May receive commissions
Floral Designer and Assistant	Designs and fashions floral pieces and decorations. Wires, pins, and wraps stems with floral tape, to form bouquets, corsages, sprays, wreaths, centerpieces and other designs. Plans floral settings for special events. May paint wreaths and sprays.		Beginners earn about $35 to $60 a week. Skilled worker from $75 to $125, depending on where they work

CLOTHING MANAGEMENT, PRODUCTION AND SERVICES

BLOCK VII



1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level

BEHAVIORAL OUTCOME: 7. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Clothing Management, Production and Services.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
There are many jobs concerned with fibers, fabrics and clothing (manufacture, sale and maintenance).	Using charts on pp. 71-74, classify jobs related to training required, according to: No experience or educational requirements (trained on job) High school a minimum requirement Opportunities open to those completing junior college or other two year vocational-technical school College or university graduate (four years or more)	<u>Inside the Fashion Business</u> <u>Opportunities in Clothing</u>
Practical experience may be gained by simulating a "working for pay" business in the classroom/laboratory. Feature stories in local and school newspapers would publicize this service.	Allow pupils to develop a service for simple alterations and repairs using school facilities. Take in or let out side seams Change dress length via hems Replace zippers Estimate potential profit based on amount to be charged and time needed for each operation.	
	Refer to charts on pp. 71-74. Outline where jobs are to be found (and job descriptions) which relate to a knowledge of and/or experience with fibers, fabrics (textiles) and clothing. Discuss to what extent clothing courses in junior high school apply advantageously to each category. Suggest how curriculum could be strengthened in this regard.	Curriculum guide: <u>Resource Unit for Employment Opportunities in Home Economics Related Occupations</u> pp. 58-73
Community offers a wide diversity of opportunity in the manufacture, sale and maintenance of fabrics and clothing.	Interview people from various levels of occupations who are qualified through education/experience to give details of job descriptions and respective remuneration.	Resource persons: Local merchants and proprietors selling or servicing fabrics or clothing People already employed at various job levels in this field

BEHAVIORAL OUTCOME: 7. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Clothing Management, Production and Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Classroom experiences may be a springboard to greater employment opportunity.	Practice modeling techniques and present a fashion show. Make a bulletin board, poster, or a display representing the whole field of job opportunities, or the range of employment in a single industry, or the specific requirements of a selected specific job.	Resource persons: Teacher from a charm school Chamber of Commerce personnel A bank officer Leader in a particular business or industry Proprietor of laundry or dry cleaning business Clothing manufacturer Manager of a yard goods department Teen Board sponsor Curriculum guide: Home and Family Education Handbook Community Resources
Commercial power machines differ somewhat from domestic sewing machines.	Using the power machine, construct plain seams on a variety of fabrics.	

Foreword: Cluster jobs in clothing management, production and services are similar to those in the foods area in that frequently, employment in top jobs are achieved by progressing step by step from "no education or experience required" through the various stages of learning on the job as more skills are mastered.

Job Title	Description	Educational Requirements	Remuneration
Owner-Operator garment manufacturing factory	The same weight of responsibility for the operation of a profitable enterprise rests here as with other owner-operator type of management establishments. Included are: Acquiring the original premises and equipment Setting up financial structure Hiring and processing staff and other workers Establishing outlets for products All required records	College degree or long experience	Flexible salary plus profit sharing with an eye on tax benefits
Tailor	Kinds of tailors include: Alterations tailor (retail stores and dry cleaning) Custom tailor (adapts pattern to special needs of customer). He cuts, bastes, sews, fits and eventually finishes the garment. Shop tailors are usually known by the type of work they do such as coat basters or sleeve tailors, etc. They may set in sleeves by machine, hand sew canvas linings in suits and coats, stitch shoulder padding or baste collars to coat bodies.	High school required. Some hire apprentice trainee. Two year community college courses speed advancement.	$70 to $125 to start. Master tailors up to range of $7,000 to $12,000 yr.
Pattern Maker	Makes a master pattern from approved sketches and designs of the professional designer. Assists in making patterns for various sizes put together by the pattern grader. Must be able to use drafting instruments, rulers, etc. In drawing and cutting pattern pieces, he must make allowances for pleats, tucks, seams, yokes and shrinkage.	Must be good at mathematics at higher levels (uses both geometry and trigonometry). Some physical handicaps acceptable.	$80-$85 wk.

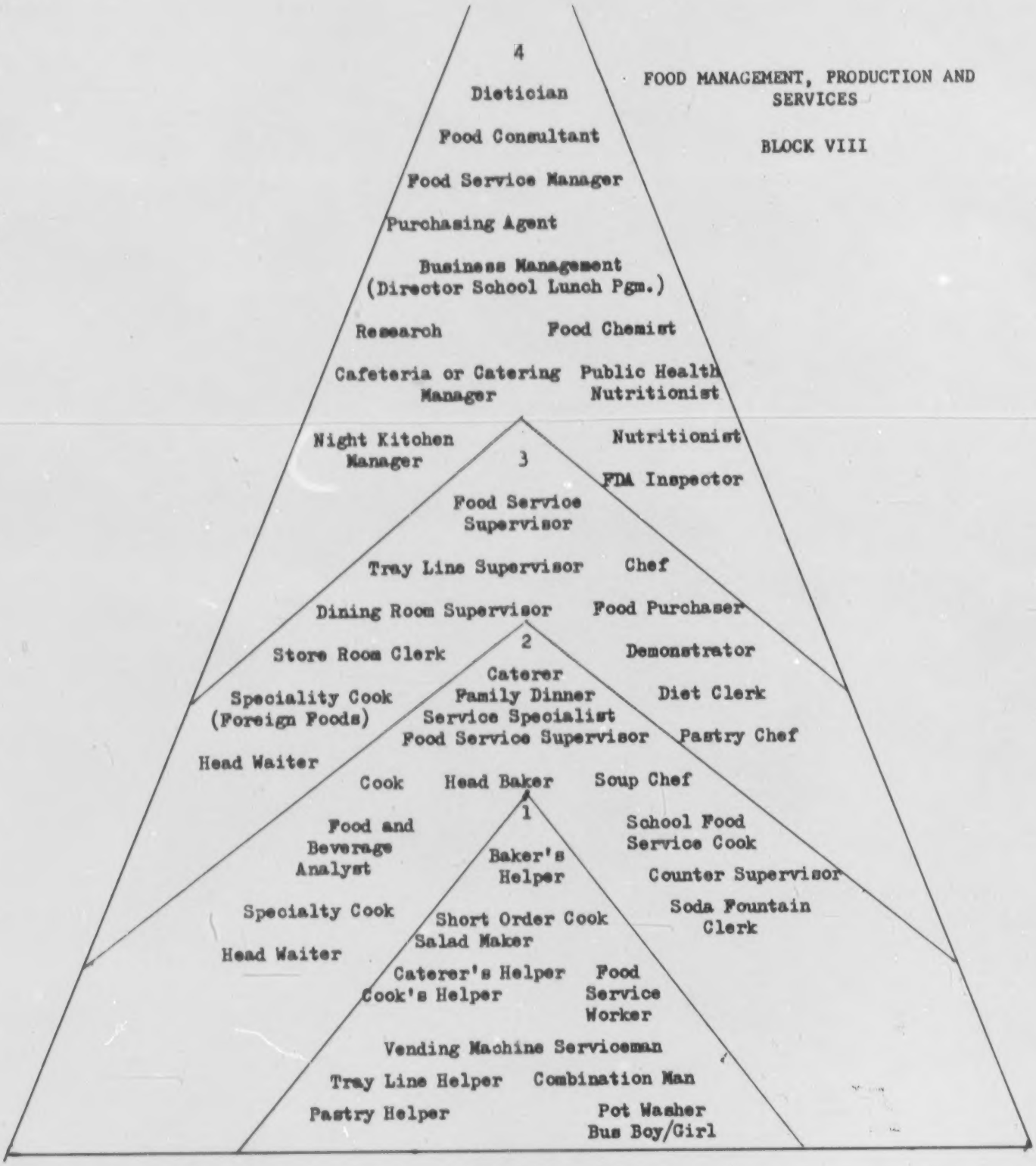
Job Title	Description	Educational Requirements	Remuneration
Hand embroiderer Knitting instructor	Requires good hand/eye coordination and manual dexterity, particularly facility of the finger muscles. Is frequently combined with sales in department stores selling needle-point, threads and yarns used in various needle work projects. In specialty yarn shops earnings are frequently dependent on salesmanship upon which commissions are based. A respectful attitude toward precision and perfection are desirable. Knowledge of cleaning methods recommended for specific fibers and yarns, etc. is helpful. May advise customers on blocking techniques. Experience prerequisite to ownership of business for self. Develops knowledge of stock and names of colors and suitability of purpose of the finished product.	Skilled training and practice.	Small salary or commission
Assistant wardrobe mistress	Keeps garments and accessories in useable condition; cleans, spots, mends repairs, replaces buttons, hooks, etc. Maintains order and organization in the wardrobe and knows proper and efficient use of equipment used in connection with clothing, underwear, hosiery, shoes, jewelry, gloves, etc. Duties may include some knowledge of cosmetics, wig care and manicuring. Aids in putting on and taking off garments when called upon. Obliging attitude toward others a must.	Natural inclination more important than great schooling. Skills learned on the job for those of eager intent.	Minimum wage to start. Private home work probably less than at movie or TV studio costume department.
Wardrobe mistress	Supervises assistants in performing respective duties listed above. Possibly promoted after experience as an assistant.		
Garment cutter	Cuts various garment pieces from layers of cloth spread on cutting tables. Follows pattern outline on the table with an electrically powered knife which cuts through all cloth layers at one time (up to 9 inches deep). Is responsible for proper use and care of equipment which in turn depends on knowledge and judgment respecting synthetic and natural fiber fabrics.	High school not required but is an asset. Most training is acquired on job with pay. Many start as Bundle Boy or shipping room helper for from one to five years.	Average $70 wk. There is a trend to pay on piece-rate basis, making speed and accuracy important.

Job Title	Description	Educational Requirements	Remuneration
Presser	Pressers use various types of steam machines or hand irons to flatten seams and to shape garments. Pressers may specialize in one type such as shirt collar pointer. Under Pressers specialize on particular garment parts. Finish Pressers do final pressing and ironing at the end of the sewing operation.	High school not required but desirable. Training is usually on the job and informal.	$43-$75 wk. Work usually on piece-rate basis except in local cleaning establishments.
Sewing machine operator	Generally classified by type of machine used: Single needle Double needle Blind needle Or by type of work performed: Collar stitcher Cuff tacker Sleeve finisher, etc. Uses machines much heavier and faster than home machines. Typically, garment bundles pass through sewing room where each operator performs one or two operations on each piece and passes the bundle on to the next operation. Handicapped are highly employable.	High school not required but desirable.	Minimum wage guarantee plus "X" cents per piece $82 wk. average
Buyer	Holds key position in any retail operation as he selects the goods carried in the store. He also master-minds the retail selling program for goods he purchases. Usually works as assistant buyer before becoming full-fledged buyer. Must know both merchandise and nature of customers. Buys from salesmen who come to him as well as going on buying trips to big centers. Will likely spend time actually selling to keep abreast of trends.	High school minimum. Needs mathematics, art and public speaking. College degree in business administration highly recommended.	Trainees $60-$105. Most buyers $150. Some $235 or more.
Model	The majority of models are primarily engaged in wearing and demonstrating apparel of all types in retail or wholesale places, large department stores. Some by clothing manufacturers. Free-lance models work on short assignments through agencies or direct application. Jobs may include posing for fashion photographers, working in department stores, fairs, exhibitions, acting in TV commercials, etc. Some pose for artists on free-lance basis.	High school-Special training at modeling or charm school needed. Can benefit from some college.	$100 full time. Part-time pay varies.

Job Title	Description	Educational Requirements	Remuneration
Laundry worker	Tasks are marking, sorting, operating washing machines, extractors and drying machines, pressing. Flat work is processed by: Shakers to remove creases and wrinkles Feeders (flat work fed into pressing machine rollers) Folders (fold pressed flatwork) Press Operators (iron clothing on different types of machines to press different parts of clothing)	No high school required. Is trained on the job. A basic commercial, vocational, or home economics course recommended.	$35-$47 week

FOOD MANAGEMENT, PRODUCTION AND SERVICES

BLOCK VIII



1. Secondary School Level, Semi-Skilled Entry Level
2. Skilled Level
3. Advanced Skilled Level - Technical Level
4. College or University Level

BEHAVIORAL OUTCOME: 8. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Food Management, Production and Services.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
There are many jobs concerned with the preparation and selling of food where training and experience in food and nutrition classes provide a background of knowledge and skills making for greater employability.	Chart by levels of education and experience where food and nutrition jobs are found. Semi-skilled entry level Skilled level Advanced skilled-technical level College or University level Refer to charts on pages 79-82. Make an appointment and interview a resource person from one of the various food service occupations who is qualified by education/ experience. Report to the class on details of job descriptions and respective remuneration. Store proprietor or department head Independent grocer Meat, fish, poultry store or department Fresh produce store Super market manager Public food service proprietor or supervisor: Restaurants (individual, chain or franchise) Cafeterias Lunch counters (independent or chain) Housing institutions: Hospitals Nursing homes Boarding schools, camps, etc. Hotels and resorts Catering businesses Ships, trains, air lines	Exploring Home and Family Living Chapter 22 Home Economics Related Occupations pp. 71-72 Dictionary of Occupational Titles Careers in Hotels and Restaurants Resource persons: Community businessmen or women Extension Home Economist Pamphlet: A Career in School Food Service: A Partnership in Education Curriculum guide: Resource Units for Employment Opportunities in Home Economics Related Occupations pp. 21-38 Film: Where Do We Go From Here? Teaching kit: Food Service: A Career to Consider

BEHAVIORAL OUTCOME: 8. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Food Management, Production and Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Take observational field trips to local places of business concerned with food growing, harvesting, processing, purchasing, selling, preparation and servicing: Dairies Farms, gardens, orchards (growing, harvesting, grading, shipping) Food processing plants (grinding, juicing, freezing, canning, butchering, etc.) Wholesaling and retailing business (individually owned and cooperatives—all food areas—fruits, vegetables, dairy, breads and pastas, meat, fish, poultry, eggs, oils, candies) Preparation and serving to ultimate consumer as itemized under food service (restaurants, residential, private and special)	<u>Teen Horizons at Home and School</u> Chapter 15
	Conduct a community survey of job possibilities which are related to food and nutrition. Use: Newspaper classified ads Telephone directory Employment agencies public private Personal acquaintances Referrals	Resource persons: Vocational teachers Friends already employed Business owners
Typical commercial food preparation equipment differs from home food preparation appliances.	Identify major appliances in the laboratory which are comparable to commercial equipment. Describe differences between commercial equipment items and comparable home appliances.	
Students interested in preparation for employment as hostess-helpers should be encouraged to enroll in the quinmester course, <u>The Party Corps</u>.	Laboratory: Plan and prepare meal(s) using the microwave oven and other commercial type equipment found in the laboratory.	Curriculum guide: <u>The Party Corps</u>

BEHAVIORAL OUTCOME: 8. Identify job titles, descriptions, remuneration and educational requirements of opportunities in Food Management, Production and Services. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Plan, prepare and serve the food for a typical home party. Use the appliances and methods of a caterer who works in customer's own home. Identify those tasks which could be undertaken by a hostess-helper in the event a homemaker does not employ a home caterer or employs an outside catering service.	

FOOD MANAGEMENT, PRODUCTION AND SERVICES

COLLEGE OR UNIVERSITY LEVEL

Job Title	Description	Educational Requirements	Remuneration
Owner/Manager of a large restaurant, cafeteria, or franchise chain	Responsible for over-all business operation, including: Financial concerns: Original purchase to acquire or establish business Gross and net profits Business policies: Payment of accounts/credit Advertising, insurance Public relations Personnel screening, hiring, supervision; conditions of employment as to wages, hours, fringe benefits, etc. Records: Payroll and deductions, Government reports Delegation of responsibilities to others	College or university degree/s or equivalent	$20,000 and/or profit sharing
Dietitian	Works largely in hospitals and nursing homes where diet is specifically related to health. Cooperates closely with doctors, has supervision of all meal preparation and those involved with it. Plans menus, places food orders and is responsible for operation and maintenance of equipment in a highly sanitary way. Has some contact with patients and may do some teaching of nutrition, etc. to other staff personnel.	College or university degree/s plus a one year internship for eligibility to membership in American Dietetics Association.	Start $4,000 to $5,500 Experienced $5,000 to $10,000 or more May also receive room board, and laundry services
Food Technologists	Does research to improve quality, flavor, color, texture, nutritional value of foods. Develops new food products, improves processing and packaging techniques. Performs chemical, microbiological and taste tests. Inspects for quality. May teach. There is a shortage in this field.	B.S. in Food Technology. Graduate work becoming more important, especially for research jobs.	Start $4,500 to $5,500 Experienced $6,500 to $10,000 Top $20,000 or more
Dairy Technologist	Same as above except specific to dairy industry and products, equipment and sanitary inspections.	Same as above	Same as above

Job Title	Description	Educational Requirements	Remuneration
State Board of Health Nutritionist	Writes publications for public distribution, including practical recipes for meal planning in connection with food stamp program and recipients of government commodities. Works with health departments at various levels for better nutritional health and education toward it.	Nutrition major at college or university degree level.	$8,000 to $12,000 Top $16,000 to $18,000 or more
Writer	Writes columns, technical bulletins, brochures, package directions, editorials, feature articles for magazines and newspapers. Compiles cook books, writes radio/TV scripts, advertising copy.	Same as above	Same as above
Teacher	Works as an assistant professor at college level or as a vocational home economics teacher (teaches other areas besides food and nutrition). Instructs in meal planning, preparation and serving in the home and commercially in wage-earning courses.	One or more degrees at college or university level.	$5,000 to $14,000
Food and Drug Inspector	Examines sanitary conditions in factories and techniques used in processing, packaging and labeling of products. Legal protector of food and drug products.	Four years of college; B.S. degree. Must possess ability to get along with many different kinds of people.	
	ADVANCED SKILL OR TECHNICAL LEVEL		
Food Service Supervisor	May work in one establishment or may travel from one to another to check on food service and makes provisions for upgrading where found unsatisfactory.	Experience in food preparation and service. Formal education in food service and supervision at higher levels.	$5,000 to $10,000
Chef	A chef may do no cooking of any type at all. He plans menus, orders supplies, hires and supervises other help. Executive chef of a restaurant chain or rest homes may travel from one establishment to another to check on quality, service and cleanliness.	No educational requirements established. Better jobs open to those with formal training. Many rise by progressing through lesser job steps.	$350 to $580 per week

Job Title	Description	Educational Requirements	Remuneration
Cook	Duties depend on type of establishment: In small places, does all food preparation, cooking, ordering, menu planning and cleaning up Larger restaurants and installations have cooks specializing in soups, sauces, roast, vegetables, pastry, fry, etc. Institutional cooks often work under supervision of a dietitian. They may handle special diets for patients with nutritional problems.	Same as above	Wide range from $100 depending on the eating place and fringe benefits
Stewardess—Airlines (Steward)	Is personal link between passengers and airline. Is one of the most important public relations positions of the airline. Their job generally is to make passengers' flight safe, comfortable and enjoyable. About an hour before take-off she/he checks to see that cabin, buffet facilities and supplies are in order. Job involves: Care of infants, children, elderly or inexperienced passengers Serves light meals and refreshments to passengers and crew Conforms to specifics of company policy regarding reports, operations of equipment and courtesies	High School at least but two years college preferred. International lines may specify second language ability. Training may be found in private stewardess schools, however, investigation of specific airline should be made to determine desirability of such schools. Money may be wasted due to necessity of being re-trained in the company's own school.	Beginning pay $300-400. On a few international airlines an experienced person may earn up to $550 per month
Meat cutter or Butcher	Cuts, wraps, arranges and puts on display all kinds of meats, fish and fowl in retail markets or food service businesses. May advance to department manager, meat salesman and purchaser or open own meat market. He may handle money and make change, advise customers on proper preparation techniques, quantities per serving, etc.	Two or three years supervised experience after high school	Wages vary widely by regions. Starts about $100 per week to $160 with experience

SEMI-SKILLED LEVEL (SECONDARY SCHOOL LEVEL)

Job Title	Description	Educational Requirements	Remuneration
Waiter and waitress	This job is the single basic task of serving food and beverages. Duties vary depending on type of eating establishment. Work may also include: Set up and clear tables Do cashier's work Work at counters Carry dishes to kitchen	High school is desirable but not required. Most are trained on the job. Sometimes bus boy/girl first. Personal hygiene and grooming are valuable and basic math necessary.	Various low hourly rate plus tips. Waiters paid more than waitresses as a rule.
Food Clerk or Grocery Clerk	Computes amount of purchase by use of cash register or adding machine. Collects payment and may bag groceries. He/she usually: Verifies specials from a price list Weighs produce to determine correct price Notices required deposits (bottles, etc.) Determines applicable state and federal taxes Receives payment, makes change, issues trading stamps and refunds money Accepts and credits coupons	Usually high school required	$77 to start up to $130 per week

SEMI-SKILLED ENTRY LEVEL

Cook's helper Pot Washer General Utility clean up	"Do as you're told" is orientation to a minimum wage hourly rate job. Varies with specifics of the more menial type needs in restaurants. Cleans pots, pans, equipment and floors as needed and directed.	Must be 16 or older but no education requirement	Minimum hourly wage
Busboy/bus girl	Removes dirty dishes from tables; wipes off tables; replaces soiled linens; other duties as ordered.	Must be clean, neat, orderly; may need health certificate. Must be 21 if liquor is sold. On-the-job short courses.	Minimum wage

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- You Said It, 1969
- It's Up to You, 1970
- You Pay for It, 1970

Related materials include a teacher's manual, free upon request from teachers using the text. Approach is topical. Suitable for pupils of average and low average ability, grades 9-12. Adopted 1971.

Be a Person in Home Economics: A Job/Career Story. Future Homemakers of America, National Headquarters, Washington, D. C. 1970. 50¢

Career in School Food Service: A partnership in Education. Florida School Food Service Association, Tallahassee, Florida. 1967.

Careers for Youth in the Food Service Industry. Vocational Guidance Manual, Director of Education, National Restaurant Association, 1530 N. Lake Shore Drive, Chicago, Illinois, 60610.

Dietz, Susan M. Correct Waitress, The. Rochelle Park, N. J.: Hayden Book Company, Inc. 1952. $1.50.

ERIC REPORTS. ED 054-114. Home Economics Course of Study for Occupationally Oriented Classes--Grades 8, 9 and 10. Fairfax County Schools, Virginia. August, 1968. 210 pages.

Family Development Series: — Steck-Vaughn Company, Box 2028, Austin, Texas 78767

- Health, Safety, and Sanitation
- Buying Guides
- Family Money Management
- Working With Others
- Others

Gives basic information for developing life coping skills, developed by the RFD Project at the University of Wisconsin. $1.44 each.

Family Economics. Accent/Consumer Education Series:

- Insuring Your Life, Income and Property
- Investing Your Savings
- Knowing How to Budget and Buy
- The Law for You
- Understanding Consumer Credit

State Adopted 1969.

Guide for Good Grooming Program. New York: Bristol-Myers Company.

Illinois Teacher, 342 Education Building, University of Illinois, Urbana, Illinois, 61801. Subscription $5.00 per year (6 issues).

Pfeiffer-Voegele. Correct Maid for Hotels and Motels, The. Rochelle Park, N. J.: Hayden Book Company, Inc., 1965. $1.50.

Roth, Mason and Phipps. Applying for a Job. Danville: The Interstate Printers and Publishers, Inc., 1968.

Self-Service Laundering and Drycleaning the Coin-Op Way. National Automatic Laundry & Cleaning Council, 7 So. Dearborn Street, Chicago, Illinois, 60603. 75¢ per copy.

Specifications on Selected Occupations for Dade County (1970). Miami Opportunity Center of the Florida State Employment Service. Telephone 377-2411.

Steck-Vaughn:
How to Get a Job and Keep It, by Dorothy Y. Goble.
It's Your Money, by Feinstein & Maloy, Jr.

Stone, Elna. How to Get a Job. Milwaukee: The Bruce Publishing Company.

Survey of Student Interest in Home Economics Wage-Earning Programs and Employment Opportunities in Home Economics Related Occupations in Dade County, Florida. Dade County Public Schools, Miami, Florida 33132. June, 1973.

Teaching Grooming to Teenage Girls and Boys. Avon Products, Inc. Free.

Things to Make for Fun or Money, 101. Coed/Forecast, 902 Sylvan Avenue, Englewood Cliffs, N. J. 07632. $.45.

Turner Career Guidance Series: Follett Education Corporation 1967.
Wanting a Job
Training for a Job
Looking for a Job
Starting a Job
Holding a Job
Changing a Job

Related materials include a free teacher's manual with each class order. Approach is thematic. Suitable for pupils of average and low ability, grades 10-12. State adopted 1971.

Vocational Education and Occupations. U. S. Government Printing Office, Washington: 1969. Price $2.25.

Vocational Instructional Materials for Home Economics Available from Federal Agencies. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Stock Number 1780-0839. $1.25.
Specific References included:
Low Income Life Styles, 1968 $.35
Putting the Hard-Core Unemployed Into Jobs, 1968 $.35
Three Budgets For a Retired Couple in Urban Ares of the U.S., 1970 $.70
Helping Families Manage Their Finances, 1968 $.40
Guide to Budgeting for the Family, 1968 $.10
From School to Work, 1967 $.20
Vocational Education, The Bridge Between Man & His Work, 1968 $2.25
Good Housekeeping For a Successful Safety Program, 1969 $.10
Others:
Fire! Look Out! Burns! #FS 17.210:470 $.15
Accidents and Children. #FS 17.118:48 $.15

World of Work, The: Finding, Getting and Keeping a Job Folder. Folder is planned to accompany the filmstrip, Preparing For An Interview. J. C. Penney Company, Inc.

Worthy, James. What Employers Want. Chicago: Science Research Associates.

FILMS AND FILMSTRIPS

Awareness: Insight Into People. Teaching Unit #83657 $11.50. J. C. Penney, Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York City 10019.

Body Care and Grooming. 20'BW. McGraw-Hill. Available from Dade County Schools, #1-12968.

Career Decisions: Finding, Getting and Keeping a Job. #83891. $15.25. J. C. Penney, Inc., Educational and Consumer Relations, 1301 Avenue of the Americas, New York City 10019.

Children at Play with Poisons. #119, 10'C. Available from the Florida State Board of Health, Division of Health Education, Audio-Visual Library, P. O. Box 210, Jacksonville, Florida 32201. Free Loan.

Counseling in Vocational Decisions. Singer, SVE, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614. Filmstrips with guide $8.00 each. Records $5.00/Cassettes $8.00 optional. Sets complete $31.00 and $32.50 respectively.

Discover Your Hidden Talents, 4 audio lessons $23.50.

Dry Cleaning Sales and Service, 5 color sound filmstrips (111-130 frames) $187.50. Audio version without filmstrips, $28.00. World Productions, Inc. Miller Visual Technique, Inc., 851 College Parkway, Fort Myers, Florida 33901.

Five Basic Ways to be Well-Dressed (female). International Film Bureau, Inc. Includes sound. $16.00.

Five Magic Mirrors, Cleveland, Ohio.

Getting and Keeping Your First Job, Part 1. Pleasantville, New York: Guidance Associates.

Grooming for Boys. New York: Young American Films, Inc.

Growing into Womanhood/Growing into Manhood. For intermediate grades. Two parts/8E-100543. Guidance Associates, Pleasantville, New York 10570. $40.00.

Homes Are For People. J. C. Penney, Inc., 1301 Avenue of the Americas, New York City 10019.

How To Be Well Groomed. 10'BW. Coronet. Available from Dade County Schools, #1-03991.

How to Keep a Job. Chicago: Coronet Films.

If an Elephant Answers. Local Southern Bell Telephone Company.

Improve Your Personality. Chicago: Coronet Films.

Introduction to Vocation, An. Singer, SVE, Inc., Filmstrips with guide (records/cassettes optional).

Job Hunting: Where to Begin. Guidance Associates. Two filmstrips with choice of records/cassettes. Discussion Guide.

Job Interview, The. Jamaica, New York: Eye Gate House, Inc.

Jobs for You: It's Happening in Home Economics. Guidance Associates, Pleasantville, N. Y. Audio available.

Jobs & Gender. Guidance Associates. Filmstrips (2 parts) Records/ Cassettes choice. Discussion Guide.

Making Ends Meet. Guidance Associates.

Me, Myself and I; How Preschoolers See Themselves. Teaching Unit #84136, $11. J. C. Penney, Inc.

Masculinity-Feminity. Guidance Associates. Filmstrips with records and Cassettes optional. Discussion Guide.

Neat is Not a Dirty Word (male). Gillette, Box 3431, Chicago, Illinois 60654. Sound $7.50.

New Horizon: Careers in School Food Service, A. Guidance Associates. $18.00.

New Look at Home Economics Careers, A. Guidance Associates. $18.00.

Our Credit Economy. Guidance Associates. Produced in cooperation with The Associated Press. Two parts/8E-416 766/$37.50.

Personal Health for Girls. 11'BWC. Coronet. Available from Dade County Schools, #1-03199.

Personal Hygiene for Boys. 11'BWC. Coronet. Available from Dade County Schools, #1-03197.

Personal Qualities for Job Success. Chicago: Coronet Films.

Preparing for an Interview. J. C. Penney Company, Inc.

Preparing for the World of Work. Guidance Associates.

Press As You Sew. Bridgeport, Connecticut: General Electric, Housewares Division, $4.00.

So You Want to Be a Home Appliance Service Technician. Houghton Mifflin, 666 Miami Cir., N. E. Atlanta, Ga., 30324. $150 sale or $15 rental.

What to Do? Globe Filmstrips, 175 Fifth Avenue, New York City 10010. $10.00, audio available.

Where Do We Do From Here? Careers in Food Service. The School of Business, Hospitality Education Program, Florida State University, Tallahassee, Florida, 32306. Free loan.

Why Work at All. Sound filmstrip 8-F-106318. Guidance Associates, $19.50.

Women and Work. Wayne State University, AudioVisual Center, 680 Putnam, Detroit, Michigan, 48202. $3.50.

Working Woman Today and Tomorrow, The. Visual Educational Consultants, Inc., 2066 Helena Street, Madison, Wisconsin, 53701. $4.25.

World of Work, The. Singer, SVE, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614. Filmstrip with guide $8. Records/Cassettes optional $5/$8.

You and Your Grooming. New York: Young American Films, Inc.

Young, Single and Pregnant. Guidance Associates, Pleasantville, New York, 10570. Two filmstrips choice of records/cassettes. Discussion Guide.

Your Cleanliness. 10'BW. McGraw-Hill. Available from Dade County Schools, #1-03209.

TEACHING KITS

Anderson, et al. Webster Division, McGraw-Hill Book Company.
World of Work Kit, A090218, $69.60. State adopted 1971. Suitable for pupils of low ability, secondary school.

Educational Design, Inc., 47 West 13th Street, New York City 10011.
World of Work, The. (a series) Getting a Job, $131. On the Job, $229. Cross-Vocational Skills & Information, $175. Cassette-recorder extra optional.

Foodservice: A Career to Consider. Audio/Visual Vocational Guidance Kit, National Restaurant Association, Education Department, 1530 N. Lake Shore Drive, Chicago, Illinois 60610.

Goodykontz. Scholastic Book Services, Division of Scholastic Magazines, Inc.
Contact: Maturity: Growing Up Strong, (multi-media kit) 7090164, $60. State adopted 1973.

Low Income Teaching Kit (on credit), 1968. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. $.45 or 100 kits for $33.25.

Mosenfelder, et al. Grolier Educational Corporation, 845 Third Avenue,N.Y.City 10022.
Modern Consumer Education Supplement One. Five new units on Modern Trends in Consumerism, Product Safety, Budgeting, Use of Leisure Time, Investments and Retirement Planning. (multi-media) 9090162, $237. State adopted 1973. Approach is comprehensive; dual paced. Suitable for pupils of varying abilities, grades 9-12.

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
Florida Pre-Vocational Home Economics Career Kit(S) $108. each.
Occupational Exploration Kit, No. 5-1000, $116.

POSTERS

Careers in Home Economics. J. Weston Walsh, Publisher, Portland, Maine, 04104. Set of 18 posters. $3.50.

Getting a Job. J. Weston Walsh, Publisher, Portland, Maine, 04104. Set of 18 posters. $3.50.

The Good Looks of Good Grooming. Avon Products, Educational Services, 30 Rockefeller Plaza, New York, New York 10020. $5.00.

SLIDES

Be Involved--Be a Home Economist. 37 slides. American Home Economics Association, 2010 Massachusetts Avenue, N. W., Washington, D.C. 20036. $12.50.

What is Homemaker Service? 40-slide program and tape narration. National Council for Homemaker--Home Health Aide Service, Inc., 1740 Broadway, New York, New York 10019. Rental fee, $5.00.

Home Economics--A Pacesetter Profession. 67 slides. American Home Economics Association, 2010 Massachusetts Avenue, N. W., Washington, D. C. 20036. $20.00.

MISCELLANEOUS

Generation Gap (A game) Western Publishing Company, School and Library Department, 150 Parish Drive, Wayne, N. J. 07470. $15.00.

Word Search Puzzles. Example in appendix.

Food Sanitation Crossword Puzzle. Page 394, Food & Nutrition Curriculum Guide, State of Florida.

Jigsaw Puzzle, Where Did I Get My Values? Page 188, Housing & Home Furnishings Curriculum Guide, State of Florida.

Puzzling Over Nutrition. Taken from September Issue, 1969, of What's New in Home Economics, reproduced on pages 247-9 Food & Nutrition Curriculum Guide, State of Florida.

Nutrition Crossword Puzzle. Taken from March issue, 1970, of What's New in Home Economics, reproduced on pages 251-3, Food & Nutrition Curriculum Guide, State of Florida.